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Institut für Bildungsforschung der Wirtschaft



***Entrepreneurship als
Herausforderung
an das Bildungswesen***

***Ansätze in Österreich und europäischer Vergleich
Ergebnisse des Projekts ENTREDU***

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VORWORT

Mit dem vorliegenden Bericht werden einige der im Rahmen des Leonardo da Vinci-Projekts ENTREDU – State-of-art survey of enterprise education, analysis and classification of results in www-database¹ – erarbeiteten Ergebnisse und Analysen veröffentlicht. Der I. Teil gibt einen Überblick über Ansätze und Initiativen zur Förderung von Entrepreneurship in Österreich und stellt dar, wie „Entrepreneurship Education“ – die Ausbildung zum Unternehmertum – im österreichischen Bildungswesen umgesetzt wird. Im II. Teil werden ausgewählte österreichische Bildungsangebote dargestellt, die den Themenkomplexen Förderung von unternehmerischen Fähigkeiten, Selbständigkeit und Unternehmensgründungen zuzurechnen sind. Im Sinne einer bestmöglichen Vergleichbarkeit wurden die für das jeweilige Partnerland charakteristischen Bildungsangebote des Entrepreneurship-Bereichs einem vorgegebenen Raster folgend dargestellt. Der III. Teil enthält schließlich jene Analysen und Erkenntnisse, die die wissenschaftliche Koordinatorin des Projekts aus dem Vergleich der Ergebnisse und Projektberichte der beteiligten Partnerinstitutionen aus England, Finnland, Irland, Norwegen und Österreich bezüglich des Standes der Entrepreneurship Education in verschiedenen europäischen Ländern gewonnen hat.

Der Zugang zu Unternehmertum und Selbständigkeit ist kulturell bedingt in verschiedenen europäischen Ländern unterschiedlich. Folglich sind auch Konzeption und didaktische Gestaltung sowie Inhalte, Methoden und Zielsetzungen von Bildungsangeboten in diesem Bereich sehr verschieden. Während sich in manchen Ländern einschlägige Bildungsangebote vorwiegend auf die Ausbildung von UnternehmensgründerInnen konzentrieren, ist die Definition von Entrepreneurship Education in anderen Ländern weiter gefasst und verfolgt auch das Ziel, junge Menschen durch Vermittlung von Unterneh-

¹ Der Inhalt dieses Projekts gibt nicht notwendigerweise den Standpunkt der Europäischen Gemeinschaft oder der Nationalagentur wieder; diese übernehmen dafür keinerlei Haftung.

mergeist und unternehmerischen Fähigkeiten auf die Herausforderungen der heutigen Arbeitswelt vorzubereiten.

National unterschiedliche Konzepte und Definitionen im Bereich der Entrepreneurship Education erschweren eine wissenschaftliche und pädagogische Diskussion über nationale Grenzen hinweg. Vor diesem Hintergrund hat sich der finnische Koordinator des Projekts² zum Ziel gesetzt, einen Beitrag zur Schaffung eines einheitlichen europäischen Bezugsrahmens zu leisten und somit die Vergleichbarkeit der verschiedenen Begriffe und Ansätze in diesem Bereich zu fördern. Die Ergebnisse des Projekts wurden im Oktober 2002 unter der Adresse **www.Entredu.com** ins Internet gestellt und sind so auch der allgemeinen Öffentlichkeit bzw. dem interessierten Publikum zugänglich.

Mit der Entredu-Website wurde eine Plattform geschaffen, die verschiedene theoretische Ansätze sowie die praktische Umsetzung bei der Verankerung von Entrepreneurship in den Bildungssystemen europäischer Länder analysiert und vergleichbar macht. Die Entredu-Datenbank ist vor allem als Bezugsrahmen und Unterstützung für jene konzipiert, die sich im Rahmen ihrer Bildungsarbeit und wissenschaftlichen Tätigkeit mit dieser Thematik beschäftigen oder aber neue Bildungsangebote entwerfen und Lehrpläne in diesem Bereich entwickeln. Sie richtet sich an BildungsmanagerInnen, LehrerInnen, AusbilderInnen, aber auch ForscherInnen und HochschullehrerInnen. Die Entredu-Datenbank soll dazu beitragen, die Innovation im Bereich der Konzeption von Entrepreneurship-Bildungsangeboten zu fördern und den Verantwortlichen in diesem Bereich eine Plattform für Anregungen und neue Ideen bieten.

² Small Business Institute der Wirtschaftsuniversität Turku

I. ÜBERBLICK UND BEISPIELE ZUR AUS- UND WEITERBILDUNG IN ÖSTERREICH (CHRISTINE STAMPFL)³

1 Förderung von Entrepreneurship durch die Politik

1.1 Strukturwandel in der Wirtschaft

In der österreichischen Wirtschaft vollzog sich seit den 90er Jahren des 20. Jahrhunderts ein bedeutender Strukturwandel, zu dem mehrere Entwicklungen gleichermaßen beigetragen haben. Bereits Ende der 80er Jahre wurde damit begonnen, die großen Staatsbetriebe zu privatisieren. Der staatliche Anteil an der Wirtschaftstätigkeit wurde seither kontinuierlich eingeschränkt, wobei weitere Privatisierungsmaßnahmen noch geplant sind.

Aufgrund seiner spezifischen geopolitischen Lage hat Österreich seit der Ostöffnung in den wirtschaftlichen Beziehungen gegenüber seinen östlichen und südlichen Nachbarländern eine besondere Stellung eingenommen. Seit 1995 kam es zudem durch den Beitritt Österreichs zur Europäischen Union zu einer wesentlichen Verschärfung der Wettbewerbsbedingungen für österreichische Unternehmen. Zum einen hat der Handel mit den EU-Staaten drastisch zugenommen, zum anderen ist der Anteil ausländischer Direktinvestitionen in Österreich stark angestiegen. Seit dem Ende der 90er Jahre haben die Liberalisierung des Telekom-Marktes sowie in der Folge der Energiemärkte zu einer weiteren Stärkung unternehmerischer Dynamik geführt.

³ Die Ausführungen des Abschnitts I beziehen sich auf den Stand Mai 2001.

Der staatliche Anteil an der Wirtschaft, vor allem an den Großunternehmen, hatte sich in der Vergangenheit auch in einer entsprechend bedeutenden Rolle des öffentlichen Sektors als Arbeitgeber widerspiegelt. Gerade UniversitätsabsolventInnen fanden in der Vergangenheit in einem erheblichem Ausmaß Beschäftigungsmöglichkeiten im öffentlichen Dienst vor. Ende der 90er Jahre kam es jedoch aufgrund von volkswirtschaftlich notwendigen Maßnahmen zur Budgetkonsolidierung zu einem Aufnahmestopp im öffentlichen Dienst, was vornehmlich JungakademikerInnen dazu zwang, sich mit alternativen Formen von Beschäftigung zu befassen.

1.2 Wirtschaftspolitischer Handlungsbedarf

Globalisierung, Ostöffnung und EU-Beitritt machten es notwendig, in der Wirtschaftspolitik neue Akzente zu setzen und auf die kommenden Herausforderungen zu reagieren. 1994 initiierte das Wirtschaftsministerium ein mehrjähriges Projekt mit dem Titel „Wirtschaftsstandort Österreich – Wettbewerbsstrategien für das 21. Jahrhundert“. Mehrere Arbeitsgruppen von ExpertInnen und WissenschaftlerInnen wurden eingesetzt, um in den folgenden Politikbereichen Handlungsbedarfe aufzudecken und Maßnahmenvorschläge zu erarbeiten:

- Technologie und Bildung
- Arbeitsverhältnisse und Beschäftigung
- Staat und Wirtschaft
- Infrastruktur und Ressourcenmanagement
- Tourismus

Im Zentrum dieser Bestrebungen stand dabei das Ziel, die Wettbewerbsfähigkeit des Standorts Österreich zu erhöhen und jene günstigen Rahmenbedingungen zu schaffen, in denen sich freies Unternehmertum entfalten kann. „Ziel der Standortpolitik sind mehr innovative Unternehmen in einem schlanken

und schnellen Staat.“, so der damalige Wirtschaftsminister 1996.⁴ Damit waren auch die wesentlichen Richtungen künftiger Wirtschaftspolitik abgesteckt.

Im Laufe der 90er Jahre des letzten Jahrhunderts vollzog sich somit ein Abgehen von der in den 70er und auch noch in den 80er Jahren vorherrschenden nachfrageseitigen Wirtschaftspolitik zu einer angebotsseitigen Wirtschaftspolitik. Diese Entwicklung kommt u.a. in den folgenden Maßnahmen zum Ausdruck: schrittweiser Rückzug des Staates aus der Wirtschaft, Deregulierung, Verwaltungsreform zur Schaffung eines schlankeren Staates und Schaffung von günstigen Rahmenbedingungen zur Stärkung des Unternehmertums.

1.3 Förderung von Unternehmensgründungen

Ab Mitte der 90er Jahre wurden in Österreich von politischer Seite her die Anstrengungen zur Steigerung der Gründungsrate und zur Schaffung eines positiven Umfelds für das Unternehmertum intensiviert. Man begann auch hier in einer breiteren Öffentlichkeit die Gründung neuer Unternehmen verstärkt mit positiven Auswirkungen auf Beschäftigung, Innovation und Wettbewerbsfähigkeit zu verbinden. Mit einer Reihe von Maßnahmen in unterschiedlichsten Bereichen wie Gewerbeordnung, Steuergesetzgebung und Verwaltung wurde seither versucht, die Gründung von Unternehmen zu erleichtern und zu beschleunigen und bessere Bedingungen für JungunternehmerInnen zu schaffen.

1997 wurde am Bundesministerium für wirtschaftliche Angelegenheiten eine Gründungsoffensive gestartet und eine Servicestelle für Unternehmensgründung („Gründerservice“) eingerichtet. Damit wurden sämtliche Aktivitäten und Unterstützungsmaßnahmen für GründerInnen und JungunternehmerInnen im Ministerium in einer Stelle zusammen geführt und eine zentrale Ansprech-

⁴ Zitiert aus dem Vorwort des Wirtschaftsministers in der Publikation „Wirtschaftsstandort Österreich. Wettbewerbsstrategien für das 21. Jahrhundert.“, Heinz Handler (Hrsg.), Bundesministerium für wirtschaftliche Angelegenheiten, Sektion Wirtschaftspolitik, Wien, 1996

stelle im Sinne des One-Stop-Shop-Prinzips geschaffen. Potentielle GründerInnen und JungunternehmerInnen können seither an dieser Stelle sämtliche Informationen über Förderungen, bürokratische Anforderungen oder steuerliche Aspekte in Zusammenhang mit der Gründung eines Unternehmens einholen.

Dass die Thematik Unternehmensgründungen und Entrepreneurship sehr stark ins Zentrum des politischen Interesses gerückt waren, zeigte sich auch darin, dass ab Mitte der 90er Jahre mehrere Forschungsaufträge seitens österreichischer Ministerien und Interessensvertretungen auf Unternehmensseite zu Fragen dieses Bereichs vergeben wurden. Diese Studien hatten zum Gegenstand, Gründungsklima und Gründungsgeschehen in Österreich erstmalig systematisch und umfassend darzustellen und zu analysieren, jene Faktoren zu eruieren, die die Gründungsdynamik nachhaltig hemmen, und Ansatzmöglichkeiten für Maßnahmen zur Förderung von Entrepreneurship und zur Stimulierung der Gründungstätigkeit aufzuzeigen.

Das Wirtschaftsministerium ließ mit Unterstützung des Wissenschaftsministeriums die Studie „Fördernde und hemmende Faktoren im Gründungsprozess. Strategien zur Ausschöpfung des Unternehmerpotentials in Österreich“ erstellen. Wirtschaftsministerium und Wirtschaftskammern gaben gemeinsam eine Studie zur Frage der Unternehmensnachfolge im Bereich kleinerer und mittlerer Unternehmungen in Auftrag. Auf Initiative des Forschungsförderungsfonds der gewerblichen Wirtschaft erstellte das Österreichische Institut für Gewerbe- und Handelsforschung (IfGH) 1997 die Studie „Wachstumseffekte und -faktoren technologieorientierter Unternehmensgründungen – WTU“. Eine weitere Studie im Auftrag des Bundeskanzleramts untersuchte 1999 die Lage der JungunternehmerInnen in Österreich.

**AKTUELLE STUDIEN ZU UNTERNEHMENSGRÜNDUNG UND
ENTREPRENEURSHIP**

Frank, H., Korunka, C., Lueger, M.: Fördernde und hemmende Faktoren im Gründungsprozess. Strategien zur Ausschöpfung des Unternehmerpotentials in Österreich. Studie des Institutes für Betriebswirtschaftslehre der Klein- und Mittelbetriebe, Wirtschaftsuniversität Wien, Wien 1999

Österreichisches Institut für Gewerbe- und Handelsforschung: Unternehmensnachfolge bei KMU, Wien 1999

Österreichisches Institut für Gewerbe- und Handelsforschung: Wachstumseffekte und -faktoren technologieorientierter Unternehmensgründungen – WTU, Wien 1997

DI Dr. Klaus Woltron: Jungunternehmer in Österreich. Bestandsaufnahme, Internationale Beispiele, Empfehlungen zur Verbesserung von Umfeld und Strukturen, Eine Studie für das Bundeskanzleramt, Wien, 1999

Frank, H. Korunka, C., Lueger, M.: Unternehmerorientierung und Gründungsneigung. Eine Bestandsaufnahme bei SchülerInnen Allgemeinbildender und Berufsbildender Höherer Schulen in Österreich. Studie des Institutes für Betriebswirtschaftslehre der Klein- und Mittelbetriebe, Wirtschaftsuniversität Wien, Wien 2001

Ergebnisse der vorgenommenen Untersuchungen deuteten u.a. darauf hin, dass ein wesentlicher Ansatzpunkt und Hebel zur Förderung der Auseinandersetzung mit den Fragen Selbständigkeit und Unternehmensgründung *im schulischen Bereich* gegeben ist. Empirische Untersuchungen zur Frage, wie es bei SchülerInnen und Jugendlichen zur Entstehung von unternehmerischem Denken kommt, fehlten jedoch zur Gänze. Ein weiteres vom Wirtschaftsministerium finanziertes Forschungsprojekt widmete sich im Speziellen dieser Frage. Im universitären Bereich hatten vor allem die ab 1999 gegründeten Lehrstühle für Entrepreneurship begonnen, sich mit der Frage der Selbständigkeit von UniversitätsabsolventInnen auseinander zu setzen und diesen Themenkreis anhand empirischer Untersuchungen zu beleuchten.

Gleichzeitig gab bzw. gibt es von Seiten der EU durch entsprechende Absichtserklärungen und Aktionspläne verstärkt Anstöße, sich mit der Förderung von Unternehmergeist und unternehmerischer Initiative – im Speziellen auch durch Maßnahmen im Bildungsbereich – zu beschäftigen. Das EU-Memorandum über

lebenslanges Lernen nennt den Unternehmergeist als eine der neuen Basisqualifikationen. In der „Europäischen Charta für Kleinunternehmen“ sowie im „Aktionsplan zur Förderung von unternehmerischer Initiative und Wettbewerbsfähigkeit“ wurden die EU-Mitgliedstaaten aufgefordert, sich mit unterschiedlichsten Fragen der Förderung von KMUs, Unternehmensgründung und Entrepreneurship, wie Zugang zu Finanzmitteln, Zugang zu Forschung und Innovation, Ausbildung für eine unternehmerische Gesellschaft u.a., auseinander zu setzen.

1.4 Entrepreneurship im österreichischen Bildungssystem

Traditionell gab es in Österreich in der Vergangenheit zwei klassische Bildungswege: Auf der einen Seite Lehre und Meisterbildung, auf der anderen Seite Höhere Schule und Studium. Die Förderung von Unternehmergeist und Unternehmensgründungen spielte im Bereich Höherer Schulen und Universitäten bis zu Beginn der 90er Jahre kaum eine Rolle. UniversitätsabsolventInnen strebten vielmehr eine Karriere im Management privater Unternehmen an oder mündeten in den öffentlichen Bereich ein. Etwa die Hälfte der in der gewerblichen Wirtschaft selbständig Erwerbstätigen ging in der Vergangenheit aus der Lehrlingsausbildung hervor (siehe Tabelle 1 im Anhang).

Erst seit der Mitte der 90er Jahre erlangte „Entrepreneurship Education“ einen völlig neuen Stellenwert im Bildungssystem. Durch die Aufnahme der Übungsfirma in die Lehrpläne der mittleren und höheren kaufmännischen Schulen sowie die Gründung von Juniorfirmen in anderen Schultypen wurde die unternehmerische Ausbildung im *oberen Sekundarbereich* (Schulen der 14 – 18/19-jährigen) intensiviert.

An *Universitäten* wurden in den Jahren 1999 und 2000 die ersten drei Lehrstühle für Entrepreneurship gegründet. StudentInnen wirtschaftswissenschaftlicher Studienrichtungen steht es zur Wahl, den Gegenstand als Spezialisierung im Rahmen ihrer Studien zu belegen. Auch in der Weiterbildung in

Form von Universitäts- und Graduiertenlehrgängen gibt es entsprechende Bildungsangebote im tertiären Bildungsbereich. Abgesehen davon, lässt sich jedoch eine Tendenz feststellen, Unternehmensgründung und Entrepreneurship auch an den nicht-wirtschaftlichen Fakultäten zu thematisieren und durch Bildungsangebote zu fördern. So wird etwa gemeinsam von Wirtschafts- und Technischer Universität Wien ein *interuniversitäres Seminar* zur Erstellung von Businessplänen angeboten. An der TU Wien wurde zudem ein Gründerservice eingerichtet, das verschiedenste Aktivitäten zur Unterstützung von potentiellen UnternehmensgründerInnen ausführt. Auch an der Universität Innsbruck soll als Ergebnis des Projekts „Entrepreneurship“ ein Bildungsangebot eingerichtet werden, das sich an StudentInnen bzw. AbsolventInnen aller Fakultäten richtet.

Den Betreibern von Fachhochschul-Studiengängen, die es seit 1994 in Österreich gibt und deren Einführung zu einer Diversifikation auf der tertiären Bildungsstufe geführt hat, ist es möglich, schneller auf den Bedarf nach neuen Ausbildungsgängen seitens Wirtschaft und Gesellschaft zu reagieren. Ein erster Lehrstuhl für Entrepreneurship wurde im Fachhochschulbereich an der FH Salzburg eingerichtet. Ein im Herbst 2001 eingeführter Studiengang steht zur Gänze im Zeichen von Unternehmensführung und Entrepreneurship. In einem weiteren Studiengang wurde die Absolvierung des Seminars „Unternehmensgründung“ zu einer Voraussetzung für einen positiven Studienabschluss.

Im November 2000 wurde am Bundesministerium für Bildung, Wissenschaft und Kultur (BMBWK) die *Initiative „Unternehmen – Bildung“* eingerichtet. Mit dem Ziel, die Zusammenarbeit zwischen Bildungsinstitutionen und Wirtschaftsorganisationen zu fördern und zu verstärken, wurde zwischen dem Bildungsministerium und Vertretern der Wirtschaft eine Absichtserklärung unterzeichnet. Im Rahmen der Initiative, der hoher bildungspolitischer Stellenwert zukommt, sollen Maßnahmen getroffen werden, die zu einer Intensivierung der wirtschaftlichen Bildung und zur Förderung des Entrepreneurship-Gedankens im primären, sekundären und tertiären Bildungsbereich führen.

ANHANG: Tabelle 1

Selbständige* in der gewerblichen Wirtschaft nach formaler Qualifikation

Höchste abgeschlossene Ausbildung	1991 %	1994 %	1997 %	1999 %	2001 %
Pflichtschule	12	15	11	10	8
Lehre ⁽¹⁾	53	47	51	49	47
Fachschule	15	14	14	13	15
Höhere Schule	15	17	18	21	22
Hochschule oder hochschulverwandte Lehranstalt	5	6	7	7	8
Gesamt	100	100	101	100	100
Gesamt abs.	162.500	178.100	183.200	193.300	210.500

* Dies bedeutet: ohne Land- und Forstwirtschaft und ohne Freie Berufe

⁽¹⁾ Zu beachten ist: Die Anteile für die Lehre sind wesentlich unterschätzt, da jene Selbständigen, die mit einer Lehre begonnen und nach dieser einen weiteren formalen Bildungsabschluss erreicht haben (z.B. Werkmeisterschule, HTL für Berufstätige), in der Statistik nicht mehr als Lehrabsolventen erfasst sind.

Quelle: Statistik Austria; Mikrozensus; ibw-Berechnungen

2 Entrepreneurship Education im österreichischen Bildungssystem

2.1 Obere Sekundarstufe

(14- bis 19-Jährige in Schulen bzw. 15 bis 18- oder 19-Jährige im Bereich des dualen Ausbildungssystems)

2.1.1 Betriebswirtschaftlicher Unterricht an Berufsschulen

Rund die Hälfte der österreichischen Unternehmer in der gewerblichen Wirtschaft kommt aus der *Lehrlingsausbildung*. Der erste Zugang zu kaufmännischem Denken und zu selbständiger Erwerbstätigkeit wird durch den betriebswirtschaftlichen Unterricht an den Berufsschulen gelegt. Weiter gehende Möglichkeiten finden sich in der beruflichen Weiterbildung.

2.1.2 Handelsakademien

Derzeit gibt es an 17 Handelsakademien in Österreich die Möglichkeit, den Ausbildungsschwerpunkt „*Unternehmensgründung und Unternehmensführung*“ ab dem vierten Jahrgang (von insgesamt fünf Ausbildungsjahren) zu wählen. Rechtlich beruht die Einführung neuer Ausbildungsschwerpunkte auf den neuen Lehrplänen für Handelsakademien, die 1994 aufgrund einer Verordnung in Kraft traten.⁵ Im Rahmen der Schulautonomie können Schulen neue Lehrpläne entwickeln, die in der Folge durch den Landesschulinspektor sowie durch den Schulgemeinschaftsausschuss zu genehmigen sind.

Seit dem Schuljahr 2000/01 läuft in einer Klasse einer Wiener Handelsakademie der Schulversuch „*Entrepreneurship Education*“. Ab dem Schuljahr 2001/02

⁵ 895. Verordnung des Bundesministers für Unterricht und Kunst über die Lehrpläne für die Handelsakademie und die Handelsschule; Bekanntmachung der Lehrpläne für den Religionsunterricht. Bundesgesetzblatt für die Republik Österreich, Jahrgang 1994.

soll an ca. fünf Handelsakademien ein Schulversuch mit Fachrichtung „*Entrepreneurship und Management*“ starten. Schulversuche mit neuen Studentafeln werden von einzelnen Schulen beantragt. Sie sind zunächst durch das Kollegium des Landesschulrates und in der Folge durch das zuständige Ministerium zu genehmigen.

2.1.3 Übungsfirmen

An österreichischen Schulen gibt es ca. 1000 Übungsfirmen (Stand Schuljahr 2000/01), der Großteil, ca. 90 %, an kaufmännischen mittleren und höheren Schulen.

Die Übungsfirma wurde als *Pflichtgegenstand* 1992 in den Lehrplänen der Handelsschule (als Gegenstand „Betriebswirtschaftliche Übungen einschließlich Projektarbeit“) und 1994 in den Lehrplänen der Handelsakademien (als Gegenstand „Betriebswirtschaftliche Übungen und Projektmanagement“) verankert.⁶ Der Unterricht findet in sog. Betriebswirtschaftlichen Zentren statt, das sind als Großraumbüros gestaltete, mit allen Mitteln einer modernen Büroinfrastruktur ausgestattete Unterrichtsräume. Die Übungsfirmen stellen Modelle realer Firmen dar, die Geschäftsprozesse werden simuliert. Mehr als 70 % der Übungsfirmen kooperieren jedoch mit Partnern aus der Wirtschaft. Als zentrale Servicestelle des österreichischen Übungsfirmenmarktes fungiert das Austrian Center for Training firms (act)⁷, das zugleich auch Bindeglied zum nationalen und internationalen Übungsfirmenmarkt ist. (www.act.at)

2.1.4 Juniorfirmen

Juniorfirmen werden im Rahmen des Projekts „Junior – SchülerInnen gründen Unternehmen“ der Volkswirtschaftlichen Gesellschaft gegründet. Im Gegensatz

⁶ 895. Verordnung des Bundesministers für Unterricht und Kunst über die Lehrpläne für die Handelsakademie und die Handelsschule;

⁷ act ist ein Projekt der Abteilung II/5 der Sektion Berufsbildung des Bundesministeriums für Bildung, Wissenschaft und Kultur mit dem Verein ACTIF (Austrian Center for Training Firms, Innovation and Future Organisation (Österreichisches Zentrum für Übungsfirmen, Innovation und künftige Organisationsformen)).

zu den Übungsfirmen werden in den Juniorfirmen Gründung und Führung eines Unternehmens nicht simuliert, sondern finden tatsächlich statt. Es werden reelle Produkte oder Dienstleistungen vertrieben, die den Einsatz reellen Kapitals erfordern. Die Juniorfirmen sind *nicht in den Lehrplänen der Schulen verankert*, sie funktionieren auf freiwilliger Basis, sind jedoch als *schulbezogene Veranstaltung* deklariert. Üblicherweise werden sie durch Beschluss des jeweiligen Schulgemeinschaftsausschusses genehmigt. Im Schuljahr 1995/96 gab es die ersten drei Pilotversuche von Juniorfirmen an österreichischen Schulen. Im laufenden Schuljahr 2000/01 gibt es bereits *72 Juniorfirmen mit rund 900 TeilnehmerInnen*, die sich wie folgt auf verschiedene Schultypen verteilen:⁸

- 38 % an allgemein bildenden Höheren Schulen (AHS)
- 22 % an landwirtschaftlichen Fachschulen (LFS)
- 15 % an höheren technischen und gewerblichen Lehranstalten (HTL) bzw. höheren Lehranstalten für wirtschaftliche Berufe (HBLA)
- 14 % an Polytechnischen Schulen (PTS)
- 11 % an sonstigen Schulen

Projektträger ist die *Volkswirtschaftliche Gesellschaft (VWG)*, die eine überparteiliche Bildungseinrichtung der Wirtschaft ist. In den Volkswirtschaftlichen Landesgesellschaften gibt es Junior-Betreuer, die die Juniorfirmen ihres Bundeslandes unterstützen. Der Verein Junior-Österreich mit Sitz in der VWG tritt als gesamtösterreichischer Projektkoordinator auf und fungiert als Verwaltungs- und Steuerbehörde für die Juniorfirmen. Für die an Junior teilnehmenden SchülerInnen wird durch den Junior-Verein eine Haftpflichtversicherung abgeschlossen. (www.junior.cc)

⁸ Daten laut Bericht „Zusammenfassung, JUNIOR Evaluation 1999/2000, MMag. Maren Satke (Projektleitung Junior Österreich), Junior Österreich

2.1.5 Ingenieur- und Technikerprojekte

Ingenieur- und Technikerprojekte werden an höheren und mittleren technisch-gewerblichen Schulen durchgeführt.⁹ Die Projekte werden von 2- bis 6-köpfigen Schülerteams unter der hauptverantwortlichen Projektleitung eines Lehrers durchgeführt. Die Aufgabenstellungen sollen industriespezifischen oder gewerblichen Charakter haben und möglichst außerschulische Partner (Unternehmen) mit einbeziehen. Neben den zu lösenden technischen Aufgaben sind in den Projekten umweltrelevante Aspekte zu berücksichtigen. Produktdesign, Kalkulation und Marketingplanung zählen ebenfalls zu den durch das Schülerteam zu bewältigenden Aufgaben. Neben anderen persönlichkeitsbezogenen Kompetenzen sollen die SchülerInnen durch die Projekte *selbständiges und eigenverantwortliches Handeln* erlernen. Mit Rundschreiben des BMBWK wurden im Februar 2000 die Standards für Ingenieur- und Technikerprojekte erlassen. Um als Teil der Reifeprüfung an den HTLs bzw. der Abschlussprüfung an den Fachschulen anerkannt zu werden, müssen die definierten Standards eingehalten werden.¹⁰

2.1.6 Initiative „business@school“

business@school ist eine Initiative des Beratungsunternehmens *The Boston Consulting Group* zur Förderung der Wirtschaftsausbildung an allgemein bildenden höheren Schulen (AHS). „business@school“ ist als Wettbewerb gestaltet, wobei drei Projektphasen unterschieden werden:

1. Phase – „Wirtschaft in Groß“:

Teams von 4 bis 6 SchülerInnen untersuchen zwei Monate lang ein börsennotiertes Unternehmen. Eigenständige Recherche und Analyse stehen dabei im Vordergrund. Die SchülerInnen befassen sich zunächst mit dem

⁹ Das sind die 5-jährigen Höheren Technischen Lehranstalten (HTL), die mit Reifeprüfung abschließen und die 4-jährigen technisch-gewerblichen Fachschulen.

¹⁰ Die Standards für Ingenieur- und Technikerprojekte wurden im Februar 2000 unter der Geschäftszahl 17.600/ 101-II/2b/99 im Rundschreiben Nr. 60 aus 1999 des BMBWK erlassen.

Geschäftsplan des Unternehmens und setzen sich in Folge mit weiteren Aspekten, wie den Geschäftsfeldern, der Entwicklung des Unternehmens und einer Marktanalyse auseinander. Die Ergebnisse sind anhand einer Powerpoint-Präsentation darzustellen.

2. Phase – „Wirtschaft in Klein“:

In der 2. Phase, die ebenfalls 2 Monate dauert, untersuchen die SchülerInnen die spezifische Situation eines in ihrer Nähe angesiedelten Unternehmens und führen dabei auch Interviews mit einem Unternehmer durch. Die Ergebnisse werden ebenfalls präsentiert.

3. Phase – Entwicklung einer eigenen Geschäftsidee:

In der dritten, drei Monate dauernden Phase erfolgt die Erarbeitung eines eigenen Geschäftsplanes durch das SchülerInnenteam. Dazu zählen die Entwicklung einer Geschäftsidee sowie die Durchführung aller Recherchen, Marktanalysen und Gespräche, die für die Erstellung des Geschäftsplanes notwendig sind. Der Geschäftsplan wird wiederum von den SchülerInnen präsentiert.

Die Ergebnisse werden öffentlich vorgestellt und von einer Fachjury prämiert. Das Projekt „business@school“ fand im Schuljahr 1998/99 zunächst an Schulen in Deutschland statt. Im laufenden Schuljahr 2000/01 beteiligten sich daran drei österreichische Gymnasien.¹¹

¹¹ Das Gymnasium „Theresianum“ in 1040 Wien, das Realgymnasium XVI Maroltingergasse in 1190 Wien und das Döblinger Gymnasium in 1190 Wien.

2.2 Lehrerbildende Akademien

2.2.1 INNOVATE – Wirtschaftskompetenzzentrum des Pädagogischen Institutes des Bundes in Wien

Die Pädagogischen Institute dienen in Österreich ganz allgemein der Fortbildung von Lehrern. Werden sie vom Bund getragen, so haben sie die Bezeichnung „Pädagogisches Institut des Bundes“ unter Anführung des jeweiligen Bundeslandes zu führen. Am Pädagogischen Institut des Bundes (PIB) in Wien wurde 1998 das Wirtschaftskompetenzzentrum „INNOVATE“ geschaffen, dessen Zielsetzung die Entwicklung der berufsbildenden Schulen ist. Der Förderung von Entrepreneurship kommt im Rahmen von INNOVATE ein ganz wesentlicher Stellenwert zu. „*Schule und Wirtschaft - Entrepreneurship*“ ist einer der Schlüsselbereiche des Zentrums, in dessen Rahmen zahlreiche Tätigkeiten und Projekte zur Förderung von Entrepreneurship an berufsbildenden Schulen initiiert werden, wie zB:

- Herstellung von Kontakten mit Wirtschaftsunternehmen und deren Interessenvertretungen
- Informationstransfer zu den Themenkreisen Unternehmensgründung und Unternehmensführung
- Förderung handlungsorientierter Unterrichtsmethoden, um Schlüsselqualifikationen zu trainieren
- Pädagogische Weiterentwicklung der Übungsfirmenidee, u.a. durch besondere Beachtung der Gründungsphase
- Herstellung eines modular, als Werkzeugkasten aufgebauten Medienpakets zum Thema Entrepreneurship für die wirtschaftliche Ausbildung der über 15-Jährigen in Zusammenarbeit mit der „Arbeitsgemeinschaft Wirtschaft und Schule“ der Wirtschaftskammer Österreich
- Unternehmertag: Organisation von Workshops für 4. und 5. Jahrgänge an Wiener BMHS, in denen das Thema Unternehmensgründung beleuchtet wird

- Entwicklung von Fallstudien zum Thema Unternehmensgründung für den unmittelbaren Einsatz im Unterricht

www.pib-wien.ac.at/content/organ/zentren/ino/schluessel.htm

www.pib-wien.ac.at/content/organ/zentren/ino/projekt.htm

2.2.2 Akademielehrgang „Entrepreneurship“

Dieser aus fünf Modulen bestehende Lehrgang wurde am Pädagogischen Institut des Bundes in Wien für die Fortbildung von WirtschaftspädagogInnen und JuristInnen an berufsbildenden Schulen entwickelt, die einen entsprechenden Ausbildungsschwerpunkt oder in entsprechenden Fachrichtungen unterrichten. Rechtliche Grundlage für den Akademielehrgang bildet das „Akademien-Studiengesetz 1999“, in dessen Rahmen der Lehrplan am PIB in Wien entwickelt wurde und in Folge durch den Landesschulrat genehmigt wurde. Der am PIB in Wien angebotene Lehrgang richtet sich an Lehrer im östlichen Teil Österreichs. Ein weiterer Akademielehrgang „Entrepreneurship“, der sich an die Lehrer der entsprechenden Gegenstände in den südlichen und westlichen Teilen Österreichs richtet, wird ab Herbst 2001 am PIB in Kärnten angeboten.

2.3 Aus- und Weiterbildung an Universitäten

2.3.1 Lehrstühle für Entrepreneurship an Universitäten

An drei österreichischen Universitäten wurden Lehrstühle für Entrepreneurship bzw. Unternehmensgründung eingerichtet. Studierende wirtschaftswissenschaftlicher Studienrichtungen *können* das entsprechende Fach als Spezielle Betriebswirtschaftslehre (SBWL), d.h. als Spezialisierung im zweiten Studienabschnitt *wählen*.

Abteilung für Innovationsmanagement und Unternehmensgründung, Klagenfurt

Der Lehrstuhl für Innovationsmanagement und Unternehmensgründung wurde im Juni 1999 am Institut für Wirtschaftswissenschaften der Universität Klagenfurt eingerichtet. Seit dem Wintersemester 1999 können StudentInnen der Wirt-

schaftswissenschaften an der Universität Klagenfurt die SBWL „Innovationsmanagement und Unternehmensgründung“ belegen. (Näheres zum Inhalt der Lehrveranstaltungen findet sich unter www.uni-klu.ac.at/wiwi/wiwi_iug/.)

Institut für Unternehmensgründung, Linz

Den Stiftungslehrstuhl für Unternehmensgründung gibt es seit 1. Oktober 2000 an der Johannes-Kepler-Universität in Linz. Informationen zu den Lehrveranstaltungen können unter www.iug.uni-linz.ac.at/allgem/h_allgem.htm abgerufen werden.

Lehrstuhl für Entrepreneurship und Gründungsforschung an der Wirtschaftsuniversität Wien

Der Stiftungslehrstuhl für Entrepreneurship und Gründungsforschung wurde am Institut für Betriebswirtschaftslehre für Klein- und Mittelbetriebe (Prof. Mugler) der Wirtschaftsuniversität eingerichtet. Die Stiftungsprofessur wurde jedoch bis zum jetzigen Zeitpunkt (Stand Anfang Mai 2001) noch nicht besetzt.

2.3.2 Interuniversitäres Seminar „Unternehmensgründung – Businessplanentwicklung“ (TU Wien und WU Wien)

Die Abteilung Industrielle Betriebswirtschaftslehre der Technischen Universität Wien bietet in Zusammenarbeit mit dem Institut für Betriebswirtschaftslehre der Klein- und Mittelbetriebe der Wirtschaftsuniversität Wien dieses interuniversitäre Seminar an. In der Lehrveranstaltung bearbeiten StudentInnen der technischen und der Wirtschaftsuniversität gemeinsam Businesspläne, wobei die fachübergreifende Zusammenarbeit in Gruppen im Vordergrund steht.

2.3.3 Universitätslehrgang „Unternehmernachwuchs“ (Uni Linz)

Der Universitätslehrgang „Unternehmernachwuchs“ wird an der Johannes-Kepler-Universität in Linz angeboten und dauert 3 Semester. Ziel des Lehrganges ist es, zukünftige UnternehmerInnen auf die Übernahme, Nachfolge oder Gründung eines Unternehmens vorzubereiten. Neben betriebswirtschaft-

lichem Wissen und der Anwendung des erworbenen Wissens im Betrieb der TeilnehmerInnen, bilden die Entwicklung von unternehmerischen Fähigkeiten sowie das Kennenlernen fremder Unternehmenskulturen und -strategien einen Teil der Ausbildungsinhalte.

www.limak.at/limak.htm

2.3.4 Entrepreneurship MBA Central Europe (Krems)

„Entrepreneurship MBA Central Europe“ ist ein 4 Semester dauernder, berufsbegleitend organisierter, postgradualer Universitätslehrgang, der ab November 2001 erstmalig von der Donau-Universität Krems gemeinsam mit Partner-Universitäten in Bratislava, Budapest, Prag und Dresden angeboten wird. Im Rahmen des Lehrgangs werden Kooperationen mit Partner-Unternehmen mit Geschäftsinteressen in den CEE (Central and Eastern European Countries) durchgeführt. Ziel des Lehrgangs, der sich an JungakademikerInnen und UnternehmerInnen aus den Transformationsstaaten, vor allem den EU-Beitrittskandidaten, aber auch aus Österreich und den EU-Staaten wendet, ist die Vorbereitung der TeilnehmerInnen auf die Wahrung von Chancen, die sich aus der Osterweiterung ergeben.

www.donau-uni.ac.at/weiterbildung/lq_basis17.html

2.3.5 Entrepreneurship MBA Applied Biomedicine (Krems)

Dieser postgraduale Universitätslehrgang, der ebenfalls an der Donau-Universität Krems statt finden wird, wird erstmalig im November 2001 angeboten. Er richtet sich speziell an Firmengründer und Führungskräfte, die in der Medizin oder der Biotechnologie tätig sind, dauert 4 Semester und kann berufsbegleitend absolviert werden. Neben fundiertem Managementwissen sollen die AbsolventInnen über Detailkenntnisse über Produktzulassung, Prüfung und Qualitätssicherung, Produktionstechnologien sowie wissenschaftliches Know-how in „Applied Biomedicine“ verfügen.

www.donau-uni.ac.at/weiterbildung/lq_basis216.html

2.3.6 Sonstige Initiativen zur Förderung von Entrepreneurship und Selbständigkeit an Universitäten

Unternehmerkolleg

Das Unternehmerkolleg wird am Zentrum für Berufsplanung der Wirtschaftsuniversität Wien mit dem Ziel angeboten, den AbsolventInnen der Wirtschaftsuniversität Lust auf Selbständigkeit zu machen und sie auf eine Unternehmensgründung vorzubereiten. Pro Semester wird eine Kollegstufe mit maximal 30 TeilnehmerInnen gestartet. Das Programm zieht sich über zwei Semester, wobei neben kommunikativen Fähigkeiten schwerpunktmäßig Themen wie Unternehmensgründungsplanung, Geschäftsplanerstellung behandelt werden. Im Rahmen eines Internships in einem Unternehmen erwerben die TeilnehmerInnen zudem Praxiserfahrung. Die Schirmherrschaft wurde u.a. vom Wirtschaftsministerium und der Industriellenvereinigung übernommen. Mit der Gründung des Lehrstuhls „Entrepreneurship“ an der Wirtschaftsuniversität Wien wird das Ausbildungsprogramm des Unternehmerkollegs beendet. Zum letzten Mal findet das Kolleg daher im Sommersemester 2001 statt.

(www.wu-wien.ac.at/lg/uk-wu)

Gründerservice der Technischen Universität (TU) Wien

Das Gründerservice der TU Wien ist am Außeninstitut der TU Wien untergebracht und führt verschiedene Maßnahmen und Veranstaltungen zur Förderung von Unternehmensgründungen für Studierende und AbsolventInnen der Technischen Universität durch. Die Beratungen und Coachingaktivitäten sind speziell auf Gründungen im High-Tech-Bereich abgestimmt.

„Business Building - Workshop for Strategic Competence“

Dieses kostenpflichtige Weiterbildungsseminar wird an der Abteilung für Innovationsmanagement und Unternehmensgründung angeboten. *Zielgruppe* sind *StudentInnen und AbsolventInnen aller Fakultäten*, die die Absicht haben, ein Unternehmen zu gründen. Im Rahmen des 10 Tage dauernden Workshops, der zur Zeit einmal pro Semester angeboten wird, sollen die TeilnehmerInnen

lernen, für ihr eigenes Gründungsprojekt eine strategische Unternehmensplanung inklusive Business-Plan zu entwerfen.

UNIUN 2001

Das Projekt UNIUN 2001 wurde gemeinsam von universitären und privatwirtschaftlichen Einrichtungen ins Leben gerufen. UNIUN 2001, das an drei Universitäten durchgeführt wird (Universität Wien, Technische Universität Wien, Universität für Bodenkultur Wien), soll UniversitätsabsolventInnen den Schritt in die Selbständigkeit erleichtern. Im Rahmen des Projektes werden AbsolventInnen und StudentInnen durch ein intensives Trainings-, Informations- und Coaching-Programm auf die Gründung eines Unternehmens vorbereitet. UNIUN 2001, das die Fortführung eines EU-Pilotprojektes ist, gliedert sich in drei Stufen:

1. In der ersten Stufe sollen im wesentlichen Grundlageninformationen rund um die Thematik Unternehmensgründung vermittelt werden. An zwei Universitäten werden Impulsveranstaltungen abgehalten.
2. Die zweite Stufe soll bei der Konkretisierung des Gründungsvorhabens unterstützen, wobei fachspezifische Inhalte im Vordergrund stehen.
3. Die dritte Stufe bietet schließlich ein intensives Trainingsprogramm. Neben persönlichkeitsbildenden Kursen und weiteren Fachmodulen rundet ein Unternehmensplanspiel das Angebot ab. Ziel ist es, die TeilnehmerInnen tatsächlich zur Umsetzung ihres Gründungsvorhabens zu führen.

UNIUN 2001 ist zugleich auch ein Businessplan-Wettbewerb. Das Projekt wird aus Mitteln der Universität Wien, der Technischen Universität Wien, des Europäischen Sozialfonds (ESF) und des Bundesministeriums für Bildung, Wissenschaft und Kultur gefördert und vom Bundesministerium für Verkehr, Innovation und Technologie und dem Wiener Wirtschaftsförderungsfonds unterstützt.

2.4 Fachhochschulbereich

2.4.1 Fachhochschul-Studiengang „Internationale Unternehmensführung“

Dieser berufsbegleitend organisierte Studiengang wird ab dem Studienjahr 2001/02 an der Fachhochschule Vorarlberg angeboten. Die Schwerpunkte des Studiengangs bilden internationales Management sowie die Förderung und Entwicklung des unternehmerischen Denkens und Handelns im Sinne des Entrepreneurship. Mit Entrepreneurship wird somit im Rahmen des gesamten vier Jahre dauernden Studiengangs ein Schwerpunkt gesetzt.

2.4.2 Fachhochschul-Studiengang „Wirtschaftsberatende Berufe“

Der Studiengang „Wirtschaftsberatende Berufe“ wird bereits seit 1994 an der Fachhochschule Wiener Neustadt angeboten. Seit dem Studienjahr 2000/01 absolvieren die StudentInnen im Rahmen dieses Studiengangs die interdisziplinäre, zweisemestriges Lehrveranstaltung „Unternehmensgründung“, die neben Diplomarbeit und Diplomprüfung den dritten wesentlichen Bestandteil des Studienabschlusses bildet. Die Lehrveranstaltung wird in Kooperation mit dem RIZ (Regionale Innovationszentren in Niederösterreich Holding GmbH) angeboten, eine Gesellschaft des Landes Niederösterreich, der die Aufgabe übertragen wurde, Gründerzentren zu errichten und Gründungsprozesse anzuregen.

2.4.3 Fachhochschul-Studiengang „Internationale Wirtschaftsbeziehungen“

Ebenfalls seit 1994 wird der Studiengang „Internationale Wirtschaftsbeziehungen“ angeboten, wobei hier der Studienort Eisenstadt im Burgenland ist. Als neuer Studienschwerpunkt bzw. Spezialisierung im letzten Studienjahr wird seit Herbst 2000 neben fünf anderen Gegenständen „Entrepreneurship“ angeboten, in dessen Rahmen durch die Studierenden unter anderem Businesspläne zu erstellen sind.

2.4.4 Fachhochschul-Studiengang „Internationale Wirtschaft und Management“

Der Studiengang „Internationale Wirtschaft und Management“ wird seit 1997 in Kufstein in Tirol angeboten. Studierende, die die Vertiefungsrichtung „Internationales Innovationsmanagement“ wählen, die neben zwei anderen Vertiefungsrichtungen im 5. und 6. Semester wahlweise angeboten wird, absolvieren in diesem Rahmen die Lehrveranstaltung „Entrepreneurship“.

2.5 Erwachsenenbildung

2.5.1 Die Wirtschaftsförderungsinstitute (WIFI)

Die WIFI der Wirtschaftskammern sind Österreichs größter Schulungsanbieter im Bereich beruflicher Weiterbildung. Als Bildungsinstitution der Wirtschaft zählt die Förderung fachlicher und unternehmerischer Qualifikationen durch ein umfangreiches Schulungsangebot zu den wesentlichen Aufgaben der Institute. Rund um die Themenkreise Unternehmensführung, Unternehmensgründung und Selbständigkeit werden zahlreiche Kurse und Seminare angeboten. In manchen Bundesländern bieten die WIFI mehrere Einheiten umfassende Lehrgänge an, deren Module zum Teil auch einzeln gebucht werden können und in deren Mittelpunkt meist die Erstellung von Unternehmenskonzepten und Geschäftsplänen stehen:

- WIFI Kärnten: Jungunternehmer-Akademie
- WIFI Niederösterreich: WIFI Gründerakademie
- WIFI Oberösterreich: Jungunternehmer-Akademie, Die 8 Schritte zur erfolgreichen Unternehmensgründung
- WIFI Steiermark: Unternehmer-Akademie
- WIFI Wien: Jungunternehmer-Akademie

An allen WIFIs werden darüber hinaus Kurse zur Vorbereitung auf die Meisterprüfung (Meisterkurse) sowie die Unternehmerprüfung (Unternehmertraining) angeboten.

2.5.2 „Hernstein Business Successor“

Der „Hernstein Business Successor“ ist ein dreisemestriger Lehrgang universitären Charakters für Unternehmensnachfolger von Familienbetrieben. Der Lehrgang wurde speziell für die Situation in Familienbetrieben entwickelt und wendet sich daher ausschließlich an Familienmitglieder und leitende MitarbeiterInnen, die bereits im Betrieb tätig sind und für die Übernahme des Unternehmens vorgesehen sind. Neben persönlichkeitsbildenden Lehrinhalten, Rollenverständnis des Unternehmers und fachlichen (betriebswirtschaftlichen) Inhalten, steht die Erstellung eines Businessplans mit Strategien, Zielen und Maßnahmen für die Zukunft des Unternehmens im Mittelpunkt der Ausbildung.

2.5.3 „gründer.akademie“

Die „gründer.akademie“ ist eine einwöchige Seminarveranstaltung, die sich an Personen richtet, die ein Unternehmen gründen wollen oder sich bereits in der Gründungsphase befinden. Neben der Vermittlung der notwendigen rechtlichen und betriebswirtschaftlichen Kenntnisse wird die Gründung eines Unternehmens mit sämtlichen Phasen, die dies umfasst, simuliert: Entwicklung einer Geschäftsidee, Erstellung des Businessplans, Gründung des Unternehmens, Markteintritt und Unternehmensführung in den ersten zwei Jahren. Der Wirtschaftsminister und der Präsident der Wirtschaftskammer haben die Schirmherrschaft für die Veranstaltung übernommen.

2.5.4 Zertifikatslehrgang „Wege in die Selbständigkeit“

Dieser Lehrgang wird am Berufsförderungsinstitut (bfi) Wien angeboten. Die Berufsförderungsinstitute sind die Weiterbildungsinstitutionen der Arbeitnehmervertretungen. Mit dem Zertifikatslehrgang werden im Speziellen AbsolventInnen

der Studienrichtungen Psychologie und Pädagogik angesprochen, denen auf diesem Weg Unterstützung auf dem Weg in die Selbständigkeit angeboten wird. Im Programm werden u.a. kaufmännische, juristische Inhalte sowie Aspekte der Öffentlichkeitsarbeit gelehrt.

2.5.5 Unternehmensgründungsprogramm des Arbeitsmarktservice (AMS)

Das AMS unterstützt mit diesem Programm die *Gründung von Unternehmen durch Arbeitslose*, wobei die Teilnahme am Programm an gewisse Voraussetzungen geknüpft ist. Unter anderem müssen eine mindestens zweimonatige Arbeitslosigkeit sowie der Anspruch auf Arbeitslosengeld oder Notstandshilfe gegeben sein. Gegenstand des Programms ist einerseits umfassende Gründungsberatung, die die potentiellen JungunternehmerInnen bei einem der Beratungsunternehmen, die mit dem AMS kooperieren, in Anspruch nehmen können. Andererseits wird den TeilnehmerInnen bei Bedarf Weiterbildung angeboten. Sowohl Beratung als auch Qualifizierungsmaßnahmen werden durch das AMS finanziert.

3 Weitere Initiativen von Bund, Ländern und Sozialpartnern

3.1 Sektorübergreifende Initiative „Unternehmen - Bildung“

Die Initiative „Unternehmen - Bildung“ wurde im Rahmen einer im November 2000 abgehaltenen Pressekonferenz des Bundesministeriums für Bildung, Wissenschaft und Kultur (BMBWK) vorgestellt. Mit dem Ziel, die Zusammenarbeit zwischen Bildungsinstitutionen und Wirtschaftsorganisationen zu fördern und zu verstärken, wurde zwischen dem Bildungsministerium und Vertretern der Wirtschaft eine Absichtserklärung unterzeichnet. Im Rahmen der Initiative, der hoher bildungspolitischer Stellenwert zukommt, und aus der eine dauerhafte *Stiftung* entstehen soll, sollen Maßnahmen getroffen werden, die zu einer Intensivierung der wirtschaftlichen Bildung im primären, sekundären und tertiären Bildungsbereich führen.

3.2 Aktion „Wissenschaftler gründen Firmen“

Die bereits 1986 begonnene Aktion ist eine gemeinsame Initiative des BMBWK, der Wirtschaftskammer Österreich und der Bundeskonferenz des wissenschaftlichen und künstlerischen Personals. WissenschaftlerInnen sollen bei der wirtschaftlichen Umsetzung ihrer Ideen unterstützt werden. Neben umfangreicher Beratung erhalten die TeilnehmerInnen auch finanzielle Unterstützung für Weiterbildungsmaßnahmen zur Förderung kaufmännischer und unternehmerischer Fähigkeiten.

3.3 Gründerinitiative der Freien Berufe

Die Gründerinitiative der Freien Berufe wurde vom Wirtschaftsministerium gemeinsam mit den Standesvertretungen der Freien Berufe 1999 gestartet.¹² Im Rahmen der Initiative kommt NeugründerInnen und BetriebsunternehmerInnen umfangreiche Unterstützung unter anderem in Form von kostenloser Beratung zu.

3.4 Businessplan-Wettbewerbe

Ab dem Jahr 2000 wurden in Österreich die ersten Businessplan-Wettbewerbe ins Leben gerufen. In unterschiedlichem Umfang werden im Rahmen dieser Wettbewerbe auch Coaching-, Trainings- und Beratungstätigkeiten angeboten:

„i2b - ideas to business“ (www.i2b.at)

Salzburger Businessplan Wettbewerb (www.bpw-salzburg.at)

„BOB - Best of Biotech“ (www.bestofbiotech.at)

Genius 2001 (www.riz.at/genius)

3.5 Unternehmerassistent des Landes Oberösterreich

Das Land Oberösterreich fördert oberösterreichische AbsolventInnen von Universitäten, Hochschulen oder Fachhochschulen, die die Gründung eines Unternehmens planen. Gefördert wird eine 6- bis 12-monatige Praxis in einem für die Ausbildung geeigneten Unternehmen. Eine vom Land Oberösterreich beauftragte Unternehmensberatung unterstützt sowohl bei der Auswahl eines Unternehmens als auch bei der Erstellung des Ausbildungsplans. Gegenstand der Förderung sind ein monatliches Stipendium, eine Krankenversicherung, der Ersatz der Fahrtkosten sowie 50 % der Kosten der Unternehmerprüfung.

¹² Dazu zählen die Österreichische Notariatskammer, die Kammer der Wirtschaftstreuhänder, die Österreichische Patentanwaltskammer, die Bundeskammer der Architekten und Ingenieurkonsulenten, die Österreichische Ärztekammer und die Österreichische Apothekerkammer.

3.6 Zentrum für angewandte Technologie (ZAT), Leoben

Das ZAT wurde als Österreichs erstes *Uni Spin Off Zentrum* in Leoben gegründet, um AssistentInnen, StudentInnen und das wissenschaftliche Personal der Montanuniversität Leoben bei der Gründung von Unternehmen im Hochtechnologiebereich zu unterstützen und zu fördern. Zu den Projektpartnern des Zentrums zählen u.a. das Bundesministerium für Verkehr, Innovation und Technologie, die EU, das Land Steiermark und die Montanuniversität Leoben.

4 Forschungsschwerpunkte und Projekte zum Thema Entrepreneurship an österreichischen Universitäten

4.1 Forschungsschwerpunkt „Entrepreneurship und Gründungsforschung“

Anfang 1999 hat der Forschungsschwerpunkt „Entrepreneurship und Gründungsforschung“ am Institut für Betriebswirtschaftslehre der Klein- und Mittelbetriebe (Institutsvorstand Univ. Prof. Josef Mugler) der Wirtschaftsuniversität Wien seine Tätigkeit aufgenommen. Folgende Teilprojekte bilden Gegenstand der Forschungen:

- Fördernde und hemmende Faktoren im Gründungsprozess
- Evaluierung der Unternehmerorientierung und Gründerausbildung an österreichischen Mittelschulen
- Entrepreneurship Ausbildung von potentiellen Gründern im Hochtechnologiebereich
- Unternehmensgründung als Determinante gesamtwirtschaftlicher Entwicklung

4.2 „Entrepreneurship Education“

Zum Thema „Entrepreneurship Education“ laufen derzeit zwei Projekte, die in Kooperation zwischen dem Institut für Allgemeine Soziologie und Wirtschaftssoziologie, dem Institut für BWL der Klein- und Mittelbetriebe (beide WU Wien) und dem Institut für Psychologie der Universität Wien durchgeführt werden:

1. Unternehmerorientierung an berufsbildenden und allgemein bildenden Höheren Schulen in Österreich unter Berücksichtigung der Gründerausbildung

2. Die Entwicklung von unternehmerischer Haltung und die Vermittlung von Gründungswissen an österreichischen Universitäten und Fachhochschulen - Bestandsaufnahme und Maßnahmen.

Erste Ergebnisse der Studien sollen Mitte des Jahres 2001 vorliegen und werden voraussichtlich Anfang 2002 veröffentlicht. Die Projekte werden vom Bildungs- und vom Wirtschaftsministerium gefördert.

4.3 „Universität und Gründungen“

Dieses Projekt wird an der Abteilung „Innovationsmanagement und Unternehmensgründung“ (Leiter Univ. Prof. Erich Schwarz) der Universität Klagenfurt durchgeführt. Zur Abschätzung des Gründungspotentials aus Universitäten sowie zur Erhebung des Bedarfs an gründungsfördernden Maßnahmen seitens der Universitäten wurde eine StudentInnenbefragung durchgeführt. Insgesamt beteiligten sich im Zeitraum zwischen 6. Juni und 28. Juli 2000 1.770 StudentInnen an der Erhebung mittels elektronischem Fragebogen. Bei der Mehrzahl der Befragten handelte es sich um Studierende technischer und wirtschaftswissenschaftlicher Studienrichtungen. Für den Fachhochschulbereich wurde eine gesonderte Befragung durchgeführt. Erste Ergebnisse der Befragung liegen bereits vor und wurden im Arbeitspapier „Selbständigkeit als Alternative. Eine empirische Erhebung an österreichischen Universitäten“ veröffentlicht (siehe Literaturliste).

4.4 Projekt „Entrepreneurship“

Am Institut für Unternehmensführung der Universität Innsbruck läuft derzeit ein Projekt zum Thema „Entrepreneurship“. Ziel des Projektes ist es, ein Konzept für ein universitäres Ausbildungsangebot bis hin zur Gründung eines Lehrstuhls für Entrepreneurship zu erarbeiten. Ziel ist unter anderem, eine Gründermanagementausbildung für StudentInnen bzw. AbsolventInnen aller Studienrichtungen anzubieten und Gründerberatung für studentische GründerInnen anzubie-

ten. Darüber hinaus soll im Rahmen des Instituts für Unternehmensführung eine Lehrveranstaltung für die Erstellung von Businessplänen eingeführt werden.

5 Literatur

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II. Dokumentation ausgewählter Bildungsangebote (Christine Stampfl)

1 Secondary Education

1.1 Training Firms

1. Name of the programme

Übungsfirmen an Handelsschulen und Handelsakademien

Training firms at Secondary Business Schools and Secondary Colleges for Business Administration

Subject 'Practical Training in Business Administration Including Project Work' in the third year of the Secondary Business Schools (three years)

Subject 'Practical Training in Business Administration and Project Management' in the fourth year of the Secondary Colleges for Business Administration (five years)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

Training firms have been used as a method in business education and training at various Austrian school-types for a long time. However training firm work was laid down in the curricula of the Secondary Business Schools in 1992 and the Secondary Colleges for Business Administration in 1994 and has been a compulsory subject at these school types since then.

3. The scope of the programme (e.g. information regarding the number of students or other information)

The number of training firms established at Austrian schools has grown constantly:

1992/93: 50

1996/97: 300

1997/98: 780

2000/01: 1000

According to the official school statistics by the Federal Ministry for Education, Science and Culture there were 112 Secondary Business Schools with approximately 12,500 students and 108 Secondary Colleges for Business Administration with more than 40,000 students in Austria in the 2000/01 school year.

4. Public/private partners responsible and/or participating in the programme

Secondary Business Schools

Secondary Colleges for Business Administration

The Austrian Center for Training firms (ACT) was established as the central office of the Austrian training firm market. ACT acts as the pedagogical and organisational centre and is also the link for the Austrian training firms with the international training firm network. ACT provides services such as banking, tax office, social security, trade register and court of justice which are all required for the simulation of real business life in the training firm market.

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

Training firms are run within the curricula of the secondary schools and colleges for occupations in the business sector in the subject

- 'Practical Training in Business Administration Including Project Work' in the third year of the Secondary Business Schools

- 'Practical Training in Business Administration and Project Management'
in the fourth year of the Secondary Colleges for Business Administration

6. Geographical coverage of the programme (city/municipality, region, country)

Austria, national programme

7. Educational level (description of the target group of the programme)

Secondary schooling

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

Training firms are a simulation of economic reality where virtual products and/or services are produced, sold and/or traded. The students who are their employees simulate – depending on their respective position in the firm – tasks associated with the management of an enterprise incl. marketing, accounting and finance, distribution, personnel management, etc. Apart from practical training in business administration special focus is on the connection to EDP, to word processing, to foreign languages in the field of external trade.

Some 80 % of the training firms have real-life business partners that operate in the same industry and sponsor office supplies, equipment or technology.

9. Description of the teaching/learning methods of the programme

Teaching in training firms is interdisciplinary and task-oriented. In the training firm classes students become employees of the training firm. They have to apply for certain jobs and fulfil the tasks that are part of the position they have in the virtual firm.

Teachers have to give up their classic roles and become management consultants or business managers.

The students' 'work' in the training firm is an action-oriented (activating) way of learning aiming at imparting and rehearsing key qualifications incl. decision-making competencies, ability to co-operate and to work in a team, analytical thinking, problem solving, communication skills, etc.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

External evaluation of training firm work at Secondary Business Schools was carried out by the Department of Business Education at the Vienna University of Economics and Business Administration in 1997. The study was commissioned by the Federal Ministry for Education and Cultural Affairs.

The study-design is a two-fold triangulation (perspective-triangulation and method-triangulation). The aim is an evaluation of the training firm from different perspectives (students, teachers, observer) and by using different methods (written survey, partially structured interviews and observations):

- student perspective: three-stage, Delphi-oriented written survey
- teacher perspective: partially structured interviews
- observer perspective: non-participating, unstructured observations

The Delphi-study was carried out in three steps and started with an essay on the subject 'The training firm where I work....'. Based on the analysis of the results of this first step, a second questionnaire was worked out containing 15 open questions. Based on the results of this second round a third questionnaire was made with 115 closed questions.

Evaluation was carried out at six Austrian training firms, the so-called 'model training firms' by the Federal Ministry for Education and Cultural Affairs.

11. Main results, findings or general remarks of the programme (indicate the source)

Results of the surveys among students

First survey among students

Positive aspects of the training firm:

- the learning success
- participation in the international training firm fair
- positive characteristics of the training firm classes as opposed to traditional instruction methods
- practice orientation of the training firm
- the relationship between students and the teacher and the teacher's commitment
- the relationship among the students
- job rotation (getting to know different departments and working areas)
- the contact to other training firms
- the 'Betriebswirtschaftliches Zentrum' (technical term for the training firm office, an open-plan office where the training firm classes are actually held)
- the partner firm (co-operation with a real existing enterprise)
- introduction into the training firm

Negative aspects and fields of problems

- the teachers behaviour and the students' relationship with the teacher (assessed partly negative in some of the training firms)
- the students' independent work and the supervision exercised by the teacher constitute an area of tensions

- stress because of workload
- job rotation (e.g. students would like to work in another department but cannot do so for organisational reasons)
- introduction into the training firm (insufficient preparation)
- some of the students doubt that training firm work is close to reality
- writing of an activity report (partly rated as unnecessary by students)
- negative characteristics of the training firm classes (for some students work in the training firm is boring)
- the limits of simulation
- the relationship among students (potential for conflicts)

The results of the second step of the survey carried out among the students have largely confirmed the results of the first survey. Comparison of answers given showed a high level of consistency relating to the contents. Overall evaluation of the training firm was good. More than four fifth of the students had a positive or rather positive attitude towards the training firm.

The third questionnaire consisted of standardised questions suitable for quantitative analyses and statistical tests. The results of the third survey phase among students again confirmed the results of the previous evaluation steps to a large extent.

Results of the survey among teachers

The results of the partially structured interviews made with the teachers were summed up under the following headings:

- characteristics of training firms and demands on the training firm teachers: Due to the new methods in teaching there are high demands on teachers in all respects (professional, social and personal).
- selection of training firm teachers: In most cases the training firm teachers were selected by the next higher authority; only in one case work in the training firm was based on the teacher's own decisions.

- the students' learning success: Teachers think highly of the learning success of the students not only with respect to their economic knowledge (business administration) but also and especially with respect to their social competencies.
- assessment of the students' motivation: In the teachers' view the motivation potential of the training firms is high although motivation levels vary a lot between different students.
- assessment of the teachers' relationship with their students: As opposed to conventional instruction, teachers think that their relationships with their students are closer due to the fact that work with them is more intensive and often on an individual basis.
- support and supervision of students by their teachers: Students look for the teachers' support especially at the beginning of their training firm work but in the course of time they learn to work more independently.
- tips for new training firm teachers:

Summary of the results of the observations of training firm classes

- The training firm is suited for working on different business cases necessitating the application of combined knowledge from different subjects on the part of the students.
- The training firm enables team work and requires an independent work style from the students.
- For these reasons the training firm bears high learning potential regarding business administration knowledge as well as social skills (both subject-specific and interdisciplinary/cross-curricular).
- The limits of the training firm as a form of teaching become evident when students lack the required basic knowledge for working in a training firm. In this case the teachers have to adopt their traditional teaching function in order to support their students and not to disturb training firm operation.

(External Evaluation by Bettina Greimel, Department of Business Education, 1998)

12. Suggestions for improvements of the programme if any (indicate the source)

From the triangulation of the different views (students, teachers, observer) the following proposals for measures for the future design and organisation of the training firms were worked out:

- measures for securing the entrance conditions to the training firm: solid business administration know-how as a basis for training firm work on the part of students, better preparation of students for their work in the training firm (theoretical background and practice of training firms, handing-over of the work station by students who worked in the training firm before)
- measures that promote the students' overall positive assessment of the training firm: promote an independent work style and team work on the part of students, sufficient workload for students, clear definition of the teachers' role, higher motivation of students for training firm work
- measures relating to teachers: teachers should have or acquire know-how on business administration and EDP; teachers should accept their new roles and use more complex methods also in traditional classes, clear definition of the teachers' role (especially with regard to support and supervision)
- measures for the designing of the training firm: job rotation and external contacts, the training firm office, participation in training firm fairs
- intensification of contacts with partner firms in order to increase practice orientation
- measures for securing the students' learning success: assure the students' reflection on their experiences with the training firm

At the end of her study the author compares the study results with the outcome of other empirical studies carried out on the subject of the

didactical potential of simulations. She comes to the result that the quality of didactics in simulations, such as the training firm, depends to a large extent on the implementation and the teaching methods used by the teachers and states: "The training firm is and can do what the teacher can make out of it."¹³

(External Evaluation by Bettina Greimel, Department of Business Education, 1998)

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

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¹³ -cf. Greimel, p. 228

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1.2 Junior Firms – Start-ups at Schools

1. Name of the programme

JUNIOR – SchülerInnen gründen Unternehmen
(JUNIOR – Start-ups at Schools)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The Junior project was introduced in Austria in the 1995/96 school year when three pilot projects on Junior firms were held at Austrian schools. The number of Junior firms set up at schools constantly increased and reached 100 in the 2001/02 school year. Junior projects are carried out at schools on a voluntary basis. In 1999 the Federal Minister for Education, Science and Culture made a recommendation to the Regional Education Authorities to promote the implementation of Junior projects at Advanced Secondary General Schools (Upper-Level).

3. The scope of the programme (e.g. information regarding the number of students or other information)

A minimum of 5 to a maximum of 15 students can set up and manage a Junior firm for a duration of one school-year. Junior firms can be founded at all school types at the secondary level, except for the Secondary Business Schools and the Secondary Colleges for Business Administration as in these two school types another concept of business simulation, the training firm-concept, is incorporated into the curricula.

Number of Junior firms at Austrian schools:

1995/96: Junior pilot projects at 3 schools

1996/97: 30 Junior firms

1997/98: 45 Junior firms

1998/99: 41 Junior firms

1999/00: 57 Junior firms

2000/01: 72 Junior firms

2001/02: 100 Junior firms

4. Public/private partners responsible and/or participating in the programme

Young Enterprise Austria was founded as an association in 1996. It was established at the Adult Education Association (VWG, a non-party educational institution of the economy), which introduced the JUNIOR project in Austria. Since 1998 Young Enterprise Austria has been a member of Young Enterprise Europe (YEE) and was made the nation-wide co-ordinator of the project. The association also acts as the administrative and tax authority for the Junior firms. In all of the Austrian laender (at the respective VWG's regional associations) so-called Junior project tutors/instructors have been installed to support the Junior firms in their region.

Further partners are:

- Federal Ministry for Education, Science and Culture
- Federal Ministry for Economic Affairs and Labour
- Austrian Economic Chamber
- Junior Chamber Austria
- Federation of Austrian Industry

Several private Austrian firms support the Junior project by providing the external Junior experts and consultants who are required for the project in their function as the partners from business life.

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

Junior firms are not integrated into the school curricula but are voluntary. They are started on the initiative of a teacher and/or students and are termed 'school-related events'. The Junior project is thus carried out in the framework of ordinary or voluntary school classes and requires at least one teacher who is then in charge of the entire project. This means that school infrastructure is used for the project.

Additional funding is granted by the Federal Ministry for Education, Science and Culture, the Federal Ministry for Economic Affairs and Labour and by the Austrian Economic Chamber, the Junior Chamber Austria, the Federation of Austrian Industry and private firms.

6. Geographical coverage of the programme (city/municipality, region, country)

Austria.

7. Educational level (description of the target group of the programme)

Secondary education level

The target group consists of students between 15 and 19 years of age in secondary schools and colleges with exception of those studying at the secondary schools and colleges for occupations in the business sector.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

In the framework of the JUNIOR project students start up and manage a Junior firm for one school year. The firm they set up produces and sells real products or services to the 'school-near' market. The idea of the JUNIOR project is to impart know-how on business practice to young people between the ages of 15 and 19 on the basis of 'learning by doing'. By starting up their own business, students get to know all areas and phases of company management in a practice approach:

- development of a business concept
- start-up of a business
- marketing
- production
- finance and accounting
- distribution

The basic objectives of the JUNIOR project include that students

- get to know the economic framework conditions for entrepreneurial decision-making and for starting up businesses
- are introduced into entrepreneurial thinking and acting

- develop key qualifications such as independence, initiative, the readiness to take decisions and risks, team spirit, communication skills, the ability to get into contact with public authorities
- use their theoretical economic knowledge in practice

Each Junior firm should have at least one external expert or consultant, preferably a person who works in a firm of the same or similar industry as the Junior firm. The Junior consultants should meet the 'Juniors' several times during the Junior year in order to assist them with economic and business administration know-how and knowledge from practical business life.

9. Description of the teaching/learning methods of the programme

The Junior firm project is based on the principle of learning by doing. The teacher's role is that of a supervisor or coach. In a team process the Junior students develop their business ideas, make the decision of starting up and running a business and agree on the division of tasks. Major emphasis is thus put on team work and social competencies.

Apart from the practical work in the Junior businesses the co-operation with the external Junior experts and consultants ensures a high degree of practice-orientation.

10. Methods for evaluating the programme

An internal evaluation of the Junior project was conducted at the end of the 1999/2000 school year. A survey was carried out by means of questionnaires to be completed by the participants in the Junior project (students and teachers). A total of 730 questionnaires were sent to students and 273 returned. 26 questionnaires from the total of 57 that were sent to Junior teachers were returned.

11. Main results, findings or general remarks of the programme (indicate the source)

Summary of the most important results (based on the teachers' and students' feedback)

- the overall impression of the Junior project was good, students would recommend their friends to participate in the project
- the economic (sales) success was the biggest sense of achievement
- the students' interest for business and understanding of business has increased
- participating in the Junior project improved the students' team spirit and independence

Main results of the student feedback

- 88 % of the students had a positive impression of the project; more than 80 % would recommend their friends to participate in the Junior project
- 73 % of the respondents stated that their interest for business had increased
- 80 % of the surveyed Junior participants stated that their understanding for business subjects has increased
- the students were asked which of their personal skills they could improve by participating in the Junior project; the results were:
 1. team spirit
 2. creativity
 3. independence
 4. social competencies

Main results of the teacher feedback

- all of the teachers that participated in the survey stated that their overall impression of the Junior project was positive
- 96 % of the responding teachers were convinced that the Junior project promoted the students' interest for economic and business items
- all the teachers thought that participation in the Junior project had promoted the students' key qualifications
- positive experiences on the part of the teachers
 - ✓ the teaching and learning in the framework of a project was characterised by a high degree of practice-orientation
 - ✓ the project has increased the students' sense of responsibility and their independence
 - ✓ teachers gained a lot of experiences
 - ✓ students as well as teachers gained a much better insight into economic life
 - ✓ the teachers experienced a high degree of motivation on the part of the students
 - ✓ better contact between schools and enterprises
- problems teachers were confronted with in the course of the project included:
 - ✓ lack of time
 - ✓ supervision of students with different levels of motivation and commitment
 - ✓ problems related to internal school organisational aspects such as co-ordination of the classes, problems with other teachers
 - ✓ lack of own initiative and ability to work in a team on the part of the students
 - ✓ a high amount of work involved

(Internal evaluation, student and teacher feedback)

12. Suggestions for improvements of the programme if any (indicate the source)

- in their new role as coaches in the Junior project teachers would wish assistance in the following fields: group dynamics, coaching, team work and conflict management
- teachers would suggest to introduce preparatory seminars for teachers who work in a Junior project for the first time; the exchange of information and experiences with other teachers is considered very important;
- teachers would wish more basic information and constant further education and training with regard to their economic knowledge;
- from the side of the teachers more support in the search for the external Junior consultants would be appreciated;

(Internal evaluation, teacher feedback)

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Maren Satke, Project Leader JUNIOR Austria: Summary, JUNIOR Evaluation 1999/2000, Report on Internal Evaluation, Vienna, Austria, 2000

1.3 Secondary Colleges for Business Administration: Pilot Project with Branch of Study Entrepreneurship and Management

1. Name of the programme

Schulversuch Handelsakademie Fachrichtung Entrepreneurship und Management mit Ausbildungsschwerpunkt Digital Business (Geschäftsfeldkompetenz)

(School Pilot Project Secondary College for Business Administration, Branch of Study Entrepreneurship and Management including Special Focus: Digital Business (Business Segment Competence))

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The Branch of Study Entrepreneurship and Management was introduced at the Secondary Colleges for Business Administration as a pilot project at five schools of this type in Austria in the 2001/02 school year. The Secondary Colleges for Business Administration last for five years and are completed with a graduation exam. The pilot phase was authorised in a variant from the first year on and a variant from the third year on. The Federal Ministry for Education, Science and Culture plans to introduce the branch of study into ordinary curricula on the occasion of a reform of the Secondary Colleges for Business Administration in the 2003/04 school year. From then on, all schools of this type in Austria can offer Entrepreneurship and Management as a branch of study.

3. The scope of the programme (e.g. information regarding the number of students or other information)

In a first phase the study branch Entrepreneurship and Management will be offered as a pilot project in five Austrian schools to a total of about 80 to 100 students. Later, starting in the 2003/04 academic year, the new study branch can be offered at any Secondary College for Business Administration. The schools are entitled to decide upon this in the framework of school autonomy. Due to the current school statistics in Austria there are currently more than 100 Secondary Colleges for Business Administration with approximately 37,000 students.¹⁴

¹⁴ Austrian School Statistics 99/00, Published by the Federal Ministry for Education, Science and Culture in cooperation with the Bundesanstalt Statistik Österreich.

4. Public/private partners responsible and/or participating in the programme

In 1994 new curricula were introduced for the Secondary Colleges for Business Administration in accordance with an Ordinance by the Federal Minister of Education and the Arts (now called Minister for Education, Science and Culture). The new curricula open the possibility for individual schools of this type to develop - within the scope of school autonomy - individual curricula. These curricula, in order to be authorised for a pilot phase, have to be approved by the Regional School Inspector as well as by the School Community Committee. From the 2003/04 academic year onwards it will be for the individual schools to decide upon offering the study branch Entrepreneurship and Management.

5. Funding of the programme

The programme is run within the school curricula of the Secondary Colleges for Business Administration.

6. Geographical coverage of the programme

Austria

7. Educational level (description of the target group of the programme)

The pilot project Branch of Study Entrepreneurship and Management is offered at the Secondary Colleges for Business Administration. These advanced-level vocational colleges are part of the upper secondary educational level. Usually they are attended by students between the ages of 14 and 19.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

The curriculum comprises a general as well as a specialised field. The general field is designed to offer the students general education and economic vocational education. About 17 percent of the weekly class periods are devoted to the specialised field in which the knowledge and skills necessary for self-employment and senior dependent employment in the fields of digital business, information and communication technologies and the new media are imparted.

Teaching contents of the specialised field:

- Company foundation: general fundamentals, framework, planning and decision of foundation, developments of business concepts
- Company philosophy and profile
- Functions and techniques of the management, management concepts, quality management
- HR management
- Management, information and control instruments
- Company development and crisis management
- Analysis of foundations (factors for success and failure)

A major part of the programme is the teaching of personal and cross-curricular (key) skills such as communication skills, the willingness to co-operate and to work in a team, the responsibility for oneself and for others etc. Apart from that, the focus is on entrepreneurial and job-related skills (creativity, readiness to take decisions and risks, conscientiousness, etc.).

One of the basic aims of the study branch Entrepreneurship and Management is to enable and encourage graduates to become entrepreneurs or take over responsible positions in firms. The notion of “entrepreneur”, as described in the curriculum for the pilot project, is thus not restricted to those

who plan to start-up and manage their own business but generally to persons who think, feel and act in an entrepreneurial way.

The graduates are to be enabled to take entrepreneurial initiative, to be innovative and to see and take advantage of market chances in their own or another firm. During their study the graduates will acquire all the skills and qualification needed to set up and manage their own business.

9. Description of the teaching/learning methods of the programme

Education in the branch of study Entrepreneurship and Management is dominated by action- and project-oriented teaching and learning methods. In the course of the programme students have to carry out a project work in a team and to work in a training firm.

Problem-oriented assignments and action-oriented classes are aimed to promote the students' logical, creative and synergistic way of thinking. Other teaching methods to be used are case studies, role plays, business games and project-oriented work.

A high degree of practice-orientation is ensured by seminars, excursions, field trips, but also through close co-operation with companies: invitation of experts from the business world, discussions with young entrepreneurs, etc. Apart from that, students have the opportunity of completing a voluntary work-placement period preferably before their fifth year of study.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

As the pilot phase just started in the 2001/02 school-year no evaluation has been carried out so far. However evaluation will be conducted by an external institute before the 2003/04 school-year as the Ministry for Education, Science and Culture plans to introduce the study branch "Entrepreneurship

and Management” into the ordinary curricula of the Secondary Colleges for Business Administration by this time.

11. Main results, findings or general remarks of the programme (indicate the source)

see point 10

12. Suggestions for improvements of the programme if any (indicate the source)

see point 10

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Information on the pilot phase:

Curriculum, Pilot Phase, Secondary College for Business Administration, Branch of Study Entrepreneurship and Management including Special Focus: Digital Business (Business Segment Competence) from Third Year on and from First Year on, Federal Ministry of Education, Science and Culture, General Directorate for Technical and Vocational Education, Department II/3;

Further information has been obtained from Ms. Hannelore Kempel, Department II/3a, Ministry of Education, Science and Culture (interview on 9 January 2002).

1.4 Secondary Colleges for Business Administration: Pilot Project Entrepreneurship Education

1. Name of the programme

Schulversuch Begabtenförderungsmodell "Schumpeter-Handelsakademie"
(Schumpeter Klassen - Entrepreneurship Education)

Pilot project of an educational model for the promotion of gifted students called 'Schumpeter-Handelsakademie' (Secondary College for Business Administration), (Schumpeter-classes – Entrepreneurship Education)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The pilot phase was introduced in one class of the 'Schumpeter-Handelsakademie', a Secondary College for Business Administration in Vienna, in the 2000/01 school-year. Each of the following school years a new classes will start. Education at the Secondary Colleges for Business Administration lasts for 5 years and is completed with a graduation exam. The Schumpeter-classes are a continuous programme.

3. The scope of the programme (e.g. information regarding the number of students or other information)

From the 2000/01 school year onwards, each year one class with 24 students starts as a Schumpeter-class. After five years the students graduate from school upon successful completion of their graduation exam. This means that in 2005 the first students will finish the Schumpeter-class.

4. Public/private partners responsible and/or participating in the programme

- Secondary College for Business Administration in the 13th district of Vienna
- The Regional School Inspector of Vienna
- The Federal Ministry for Education, Science and Culture
- Professor Aff of the Department of Economic and Vocational Education of the University of Cologne, who provides scientific support during the whole pilot phase;

The new curriculum for the pilot phase of the 'Schumpeter-classes - Entrepreneurship Education' was developed at the Secondary College for Business Administration in the 13th district of Vienna with support by the Regional School Inspector and authorised by the Federal Ministry for Education, Science and Culture.

5. Funding of the programme

The pilot phase 'Schumpeter-Handelsakademie' is run within the school curriculum. Additional funding for the intensive accompanying research project has been granted by the Federal Ministry for Education, Science and Culture. The Federal Ministry for Economic Affairs and Labour has taken over the financing of the development of curricular materials for entrepreneurship education.

6. Geographical coverage of the programme (city/municipality, region, country)

Vienna, Austria

7. Educational level (description of the target group of the programme)

The pilot phase 'Schumpeter-Handelsakademie' is offered at the Secondary College for Business Administration in Vienna's 13th district. The Secondary Colleges for Business Administration are advanced-level technical and vocational colleges and are part of the upper secondary educational level. Usually they are attended by students between the ages of 14 and 19.

The 'Schumpeter-classes' have been conceived as a educational model for the promotion of the gifted. Generally students who have finished the lower level of secondary education (age group of the 14-year-old) with – what is called – an 'excellent success' or a 'good success' according to their school reports can apply for admission to the 'Schumpeter Handelsakademie'. Applicants have to go through a four-step-process for being admitted to the 'Schumpeter classes'.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

Usually the Secondary Colleges for Business Administration offer comprehensive general education and advanced commercial education in an integrated form. In the course of their studies, in the 4th and the 5th years, students also have the possibility of selecting a special focus.

In comparison with the ordinary curricula of Colleges for Business Administration the curriculum of the 'Schumpeter-Handelsakademie' has been modified in the following ways:

- Project management tools are being taught in all subjects in the first two years of study.
- The special focus of the pilot phase is on 'Company Foundation and Business Management' starting from the third year of study.

- In the third study year students have to carry out a project work in the subject 'Practical Training in Business Administration and Project Management' and in that project they have to co-operate with a firm.
- Until their 4th year of study the students have to do a two-months' work placement in a company.
- Between their 4th and 5th years of study, students have to do a work placement abroad for at least three weeks.
- The curriculum includes the study of two foreign languages; the students are obliged to attend additional courses at an external training institution.
- The curriculum of the pilot phase provides for 5 hours per week for individual or social learning or for the fulfilment of individual work orders; this is aimed to help raise the students' competence in organising their work or studies themselves.
- All students have to participate in extra-curricular study groups; these working groups are organised by students, teachers, parents or external persons from companies and fulfil educational tasks that are not restricted to one subject.

Contents of the Special Focus 'Company Foundation and Business Management':

- General basics of founding a company (professional image, social position and image of an entrepreneur, kinds of self-employment, paths to self-employment)
- Framework and company foundation
- Planning and decision of foundation
- Development of business concepts
- Analysis of foundations (factors for success and failure, new foundation, take-over, franchising)
- Marketing
- HR management
- Accounting

- Strategic business management
- Controlling concepts (strategic and operational controlling)
- Company development and crisis management

The economist Joseph Schumpeter, who is considered to be one of the initiators of entrepreneurial thinking and acting, serves as a model for this programme. Following his example the curriculum of the 'Schumpeter-Handelsakademie' was transformed towards specific entrepreneurship education, combining general and vocational education and thus focusing on a holistic understanding of personality formation. According to the programme philosophy, entrepreneurship education is not restricted to preparing young people for future work as self-employed but also aims to increase their independence and their responsibility for themselves in employment.

9. Description of the teaching/learning methods of the programme

- A major feature of the 'Schumpeter-classes' is the Portfolio Study Record. The Portfolio consists of three central elements: the 'Education Contract' (made between the students and the school), the 'Study Record' and a documentation part (for filing projects, essays in German and English, work experience, etc.). The 'Education Contract' consists of a general part (laying down e.g. organisational aspects as well as the students' duties and the work groups they participate in) and an individual part containing the students' (learning) objectives for one school-year agreed upon with the help of his/her coach. The 'Study Record' is a means of communication between teachers, students and parents.
- Five hours per week are devoted to individual learning: the students can gather information in the 'Self-Access-Center' from an Infotheque or from the Internet and can determine their own pace of learning. They are responsible for meeting study objectives they have agreed upon jointly with the teacher (coach).

- The new learning methods require new methods of teaching like team-teaching and coaching of student groups. The teachers of the 'Schumpeter-classes' were well prepared for their new tasks before the start of the programme. During the pilot phase they are supervised by the Department of Economic and Vocational Education of the University of Cologne that provides scientific support during the whole pilot phase.
- Other innovative methods of teaching and learning include case studies, business simulations, idea workshops, work in a training firm and project-oriented work.
- A high degree of practice-orientation is achieved not only by the students' co-operation in projects with persons from companies but also through the two obligatory work placements in Austria and abroad. (Work placements are usually done on a voluntary basis by students of the Secondary Colleges for Business Administration.)
- The Schumpeter students work as tutors for other classes of the College and thus have the opportunity to increase their social competence.

Definition of entrepreneurship in the framework of the pilot project 'Schumpeter-Handelsakademie':

'In the frame of this concept entrepreneurship is defined as a bundle of skills, proficiencies and attitudes that characterise graduates who think and act in an entrepreneurial way.'

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

Parallel to the pilot phase a research project was initiated at the Department of Economic and Vocational Education of the University of Cologne/Germany. Among other the basic aims of the project are:

- analysis, documentation and evaluation of the pilot phase as well as consulting

- development of new curricular materials for an innovative entrepreneurship education

The accompanying research is considered a dynamic and communicative process. The headteacher and a co-ordinating team of teachers are in regular contact and dialogue with the Department in Cologne. Evaluation is seen as a constant learning process and should entail constant improvement of the programme. A further aspect of the research project is the dissemination of the developed methodical and didactical approaches via an internet and communication platform, to make them available to other Austrian schools and thus to generally promote entrepreneurship in education.

After the first semester a first evaluation round was carried out and the results presented in an interim report. The following methods of evaluation were used:

- interviews with the headteacher, teachers, parents, students and others incl. the Regional School Inspector
- questionnaires for students, parents, teachers
- observation of classes
- tests: intelligence tests, performance tests in some subjects
- analyses of documents (reports, parts of the Portfolio Study Record)

The combination of evaluation instruments and the involvement of the different groups of persons (perspectives) was designed to enable multi-perspective and multi-method evaluation.

11. Main results, findings or general remarks of the programme (indicate the source)

Motivation for attending the 'Schumpeter-class'

Interviews made with students and their parents and questionnaires to be filled in by these two groups were designed to assess the motivation for attending the 'Schumpeter-class' as well as expectations.

- Student perspective:
 - ✓ 9 out of a total of 15 students stated that it had been their parents' wish that they attended the 'Schumpeter-class'.
 - ✓ 12 out of a total of 15 students could imagine to become self-employed and for this reason had chosen to attend the 'Schumpeter-class'.
 - ✓ 13 students hoped that attendance of the 'Schumpeter-class' would be a bigger challenge for them and that they would be promoted to a higher degree than in normal class settings.
 - ✓ 10 students out of the total of 15 thought that attendance of an elite school would improve their future job opportunities.
- Parent perspective:
 - ✓ 12 parents out of a total of 15 stated that it was their children's decision to attend the 'Schumpeter-class'.
 - ✓ 13 parents could imagine their children to become self-employed later on and considered the 'Schumpeter-class' a good preparation.
 - ✓ For all 15 parents the individual promotion of students in the framework of the 'Schumpeter-class' constituted a major aspect for the decision to enrol in this class.
 - ✓ 13 parents stated that the entrepreneurship focus as well as the promotion of the gifted had an impact on their decision in favour of the 'Schumpeter-class'.

Coaching as an instrument in the pilot project 'Schumpeter-class'

- Coaching was evaluated positive in the interviews as well as in the questionnaires with students.
- For 7 parents out of a total of 15, coaching had an influence on their decision to enrol their children to the 'Schumpeter-class'. 6 parents had expectations with respect to coaching as a form of individual promotion and 6 parents also saw their expectations fulfilled after the first semester.
- 6 teachers out of the total of 16 would like to use coaching as an instrument also in the 'ordinary' classes.

Practice of entrepreneurship education in daily teaching:

- Students were asked about the frequency of application of different teaching/training methods in entrepreneurship education:
 - ✓ In the students' views excursions were not made at all or not frequently in the first semester.
 - ✓ Teachers 'rather frequently' presented topical questions with some connection to the content of teaching for discussion in classes.
 - ✓ Entrepreneurs holding lectures in class: in the view of the majority of students this method was not used at all in the first semester.
 - ✓ Students frequently worked out tasks or projects, which they then presented in front of the class. Analysis of documents in the Portfolio showed that these presentations were on a high and professional level.
 - ✓ Case studies were frequently used by teachers as a method of teaching.
- Teachers' perspective

Teachers were asked if they used certain methods in teaching more frequently in the 'Schumpeter-class' than in normal classes. The answers showed that the teachers were rather critical about their own work:

- ✓ The teachers stated that case studies, excursions, role plays and project-oriented classes were not used more frequently.
- ✓ Practical examples to promote the (rather negative) image of entrepreneurs were not used in classes more often than in ordinary classes, nor were articles from magazines and newspapers on current political issues.
- ✓ In the teachers' view, there was a slight increase of reflection on ethical questions and issues related to the society.

Overall satisfaction of students, teachers and parents

- Student perspective
 - ✓ 13 out of a total of 15 students were satisfied with their attendance of the 'Schumpeter-class'.
 - ✓ 86 % of the students stated in the interviews to feel fine in their class.
 - ✓ 57 % of the students saw their expectations of the 'Schumpeter-class' fulfilled.
 - ✓ 13 of the total of 15 students would recommend the pilot project to friends.
- Teacher perspective
 - ✓ 14 of the total of 16 teachers were satisfied with the pilot project.
 - ✓ 13 of the total of 15 teachers would recommend attendance of the 'Schumpeter-class'.
 - ✓ 11 of the teachers felt fine in their teacher role in the 'Schumpeter-class'.
- Parent perspective
 - ✓ All of the parents were satisfied with the fact that their children attended the 'Schumpeter-class'.
 - ✓ All of the parents would recommend young people to attend the class.

- ✓ 14 of the parents praised the teachers' and the director's commitment.

(External evaluation by Aff, Magyar, Probst, INTERIM REPORT)

12. Suggestions for improvements of the programme if any (indicate the source)

Based on the results of the first evaluations, the team of researchers has made - among others - the following recommendations on how to design teaching in future:

- Increased implementation of entrepreneurship education in daily classes.
- Increase of the use of new media in entrepreneurship education and in the promotion of the gifted.
- Setting up of an Internet platform.

(External evaluation by Aff, Magyar, Probst, INTERIM REPORT)

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

o. Univ.-Prof. Dr. Josef Aff, Dipl.-Hdl. Thomas Magyar, Heike Probst: Wissenschaftliche Begleitforschung des Begabungsförderungsmodells Schumpeter-Handelsakademie, Erster Zwischenbericht an das Bundesministerium für Bildung, Wissenschaft und Kultur, Köln, September 2001 (Accompanying Scientific Research of the Pilot Project for the Promotion of Gifted 'Schumpeter-classes', First Interim Report for the Federal Ministry for Education, Science and Culture, Cologne, September 2001)

Interview with Ms. Christine Werdenich, Headteacher of the Secondary College for Business Administration in the 13th district of Vienna (8 January 2002)

2 Tertiary Education

2.1 Entrepreneurship and Business Start-ups

1. Name of the programme

Sommeruniversität 2001, Kurs: Entrepreneurship und Gründungen, Programm an der Wirtschaftsuniversität Wien im Rahmen der internationalen Sommeruniversitäten

(Summer University 2001, Course: Entrepreneurship and Business Start-ups, in the framework of the International Summer Universities, WU Summer Schools)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

Under the title 'Business Start-ups' the Department of Small Business Management and Entrepreneurship already offered courses in the framework of the Summer University in the years 1993, 1995, 1997 and 1998. In 2001, the course was offered under the title 'Entrepreneurship and Business Start-ups'. Over the years the contents of the programme have been modified slightly.

The course 'Entrepreneurship and Business Start-ups' will also be organised in the framework of the 2002 Summer University.

3. The scope of the programme

The programmes/courses of the Summer University are usually offered to groups of up to 30 participants. In 2001, 16 persons from the following countries took part in the course 'Entrepreneurship and Business Start-ups':

- Ukraine (6)
- Hungary (4)

- Poland (2)
- Bulgaria (1)
- Slovakia (1)
- Croatia (1)
- Romania (1)

4. Public/private partners responsible and/or participating in the programme

International Studies Center of the Vienna University of Economics and Business Administration (organisation of the Summer University)

Department of Small Business Management and Entrepreneurship (responsible for the course Entrepreneurship and Business Start-ups)

Innovationsagentur (Innovation Agency, Business Angels Network of the Federal Ministry for Economic Affairs and Labour, the Austrian Federal Economic Chamber and other partners)

iLAB24, a venture capital and incubator organisation

Federal Ministry for Education, Science and Culture

5. Funding of the programme

Federal Ministry for Education, Science and Culture: scholarships are granted to students from selected Eastern European countries

Participants from other countries have to pay a fee of approximately € 1,900 for the four-week course programme

6. Geographical coverage of the programme

The courses of the Summer University are offered to participants from Austria as well as from abroad.

7. Educational level (description of the target group of the programme)

Tertiary education sector

The target group of the Summer University courses are

- students who have done at least 2 years of study on an economic and business degree course
- young faculty members (assistant lecturers) from a business or economics faculty

from

- Austria
- the EU member states
- the Central and Eastern European countries
- North and South America
- Asia

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

Contents of the course:

- Social framework for entrepreneurs
- Success factors for business start-ups
- International organisations for young entrepreneurs
- Planning of a business start-up or take-over of a company
- Business Angels, Incubator Organisations and Venture Capital
- Strategic development of new companies
- Controlling in SMEs
- Selected models of e-business
- Knowledge management

- HR policy
- Motivation, stress and time management of entrepreneurs

Definition of entrepreneurship as laid down in the programme description:

‘Entrepreneurship is understood as the analysis of all factors that cause entrepreneurial behaviour and the economic success of entrepreneurial behaviour, ranging from the predisposition a person acquires in the framework of the human process of socialisation, and the phase of business start-up (as the most important special case of entrepreneurial behaviour), to the revitalisation of organisations.’

Following this description and referring to the educational aim of the course it is laid down:

‘The main aim of the course is to produce some positive impact on the participants’ entrepreneurial behaviour.’

9. Description of the teaching/learning methods of the programme

The emphasis is put on interactive and action-oriented teaching and learning methods such as group discussions, group work and presentations by the students. The methods also include case studies and excursions to firms. Two of the workshops are held outside the university, one at the Innovation Agency (a Business Angels Network) and one at the iLab24 (an incubator organisation).

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

At the end of the programme internal evaluations were carried out by the Department of Small Business Management and Entrepreneurship and by

the International Studies Center of the Vienna University of Economics and Business Administration.

The evaluation methods used were questionnaire surveys among the students.

11. Main results, findings or general remarks of the programme (indicate the source)

Results of the internal evaluation by the Department of Small Business Management and Entrepreneurship

Motivation for participation¹⁵

- 9 of the participants wanted to inform themselves about entrepreneurship as they did not know what it was
- For 6 students (from Hungary, Slovakia and Poland) the motivation for participation was the fact that entrepreneurship was taught at their home university.
- 5 participants specified as reasons for participation that they intended to become self-employed/start-up a business.
- 2 of the students stated that the location of the programme had an impact on their decision to participate.

Assessment of the programme

- Apart from one person all of the participants would recommend the participation in the programme.
- 6 participants had language problems (the programme was held in German)
- The level of contents was judged 'appropriate' by the participating students.

Internal Evaluation was also carried out by the International Studies Center of the Vienna University of Economics and Business Administration which is responsible for the organisation of the Summer University. Students were asked about certain aspects concerning the programme, such as

- How interesting was the programme for the participants?
 - Degree of practice-orientation of the programme
 - Topicality of the programme
 - Did the lecturers deal with the situation in the countries of the participants?
 - Did the lecturers go into questions and suggestions made by the students?
 - Presentation of the programme contents (rhetoric, methods, media, etc.)
 - Assessment of the programme materials
 - In-how-far were the expectations on the course fulfilled?
 - Personal benefit of the programme
 - General assessment of the course

Participants could rate these aspects on a four-grade-scale ('very good', 'good', 'satisfactory', 'bad'). The best ratings were achieved regarding to the personal benefit of the programme, the topicality of the programme, the consideration of participant questions, the programme materials and the degree of fulfilment of the participants' expectations. The worst rating was achieved for the degree of respect of the situation in the participants' home countries. This aspect was judged 'satisfactory' by the majority of the participants. However none of the aspects was rated as 'bad'.

¹⁵ Multiple answers were possible for this question.

12. Suggestions for improvements of the programme if any (indicate the source)

In the internal evaluation carried out by the Department of Small Business Management and Entrepreneurship most of the participants had suggested the integration of more practical exercises and cases studies in the programme.

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Website of the Department of Small Business Management and Entrepreneurship, www.wu-wien.ac.at/inst/kmb/inst4e.html (for information on the evaluation carried out by the Department)

Interview with Ms. Rietsch, programme co-ordinator at the Department of Small Business Management and Entrepreneurship (23 January 2002)

Interview with Ms. Negrin, co-ordinator at the International Studies Center at the Vienna University of Economics and Business Administration (14 January 2002)

2.2 Business Building, Workshop for Strategic Competence

1. Name of the programme

Business Building, Workshop for Strategic Competence (original title)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The first Business Building Workshop was held in February/March 2001, a second one in September 2001.

The next Business Building Workshop will be held in September 2002. It is planned to offer the workshop once per year from now on.

3. The scope of the programme (e.g. information regarding the number of students or other information)

The workshop has a maximum capacity of 15 participants. Eight workshop days are held over three weeks.

4. Public/private partners responsible and/or participating in the programme

Department of Innovation Management and Entrepreneurship, University of Klagenfurt

Institute of Business Administration, Management and Economics, University of Klagenfurt

Kärnten Technologie (Center for Technology and Business Development)

Kärntner Wirtschaftsförderungsfonds (Carinthian Business Agency)

Publico – Public Relations & Lobbying (PR Agency)

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

The programme is partly financed by the participants' course fees of € 700 (university students pay a reduced fee of € 350), partly by public funding through subsidies of the Carinthian Business Agency which is a society of the province of Carinthia.

The first workshop was partly sponsored by a private bank.

6. Geographical coverage of the programme (city/municipality, region, country)

Austria

In the workshops held so far the majority of participants came from the provinces of Carinthia and Styria, i.e. in geographical proximity to the workshop. However, there is no regional restriction for participation.

7. Educational level (description of the target group of the programme)

Tertiary education sector, seminar of further education and training

The target group of the course are either university students or graduates with innovative ideas and/or the intention to start-up a business. The idea is to reach students and graduates from technical and engineering studies in particular in order to promote start-ups in the (high-) technology field.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

The idea of the workshop is to impart to university students and graduates the competencies for putting into reality innovative ideas and for successfully starting-up a company. The seminar aims to teach the participants to design

strategic business plans for their own start-up projects. The contents of the seminar include basic knowledge of business administration and legal know-how as well as communication skills.

Seminar contents:

- Business plan
- Market analysis and conception of marketing policy
- P.R.
- Basics of accounting and financial planning
- Legal forms of companies
- Communication (presentation techniques, rhetoric and negotiations with partners)

The workshop programme includes two social evenings where persons who have already successfully started a venture talk about their experiences.

9. Description of the teaching/learning methods of the programme

Classic lectures are combined with interactive teaching methods.

The workshop starts with a classic lecture where the participants are introduced to the overall subject. Apart from that the programme has been designed as a real 'workshop' aiming at involving the participants as much as possible (e.g. brainstorming, group work). The course is thus characterised by a high degree of interaction and communication between lecturers and participants.

Another major feature of the workshop is the consideration of the individual cases of the participants. Those who are already in a start-up process have the possibility to introduce their individual projects and ask specific questions. To make this possible the number of participants is kept fairly low.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

Internal evaluation was carried out by surveys among the participants. After the individual workshop days, each of which were held by different lecturers, the students were asked to complete a questionnaire. Regular internal evaluation is conducted in order to improve the programme and to be able to make little adaptations to suit the participants' needs and wishes. Evaluation results help to tailor the workshop programme to the demands of the specific target group.

11. Main results, findings or general remarks of the programme (indicate the source)

The following items were surveyed in the questionnaires:

- the participants' satisfaction with the lecturers: the overall feedback concerning the lecturers was very positive
- comprehensibility of the lectures: very positive feedback was obtained from participants with regard to this question
- the relevance of the workshop contents for potential business founders: the results of the surveys have shown that participants considered the workshop contents highly relevant for persons who plan to start-up an own venture
- the relevance of the workshop and the workshop contents for the participants' own specific situation: this point of the questionnaire has shown a rather low rate of approval; however, in many cases the participants' start-up projects/ideas were still very vague or not specified at all which might have been the cause for the low approval rate;

(Internal evaluation)

12. Suggestions for improvements of the programme if any (indicate the source)

N/A

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

The results of the internal evaluations have not been published. However some information on the evaluations has been provided by Ms. Eva Grieshuber, Assistant Lecturer at the Department of Innovation Management and Entrepreneurship at the University of Klagenfurt, in a telephone interview (18 January 2002).

2.3 Information Economy and Management with Main Area Entrepreneurship

1. Name of the programme

“Entrepreneurship” als Schwerpunkt im Fachhochschul-Studiengang “Informationswirtschaft- und Management”, FH Salzburg

‘Entrepreneurship’ as a main area of the Fachhochschule- (FH-) Degree Programme ‘Information Economy and Management’, Salzburg University of Applied Sciences and Technologies

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The programme ‘Information Economy and Management’ was introduced in 1998.

FH-degree programmes were first introduced in Austria in the 1994/95 academic year. Programmes are accredited for a maximum duration of five years. For the extension of the recognition a new application including an evaluation report has to be submitted to the FH-Council. Subject to the FH-Councils’ recognition ‘Information Economy and Management’ is a continuous programme.

3. The scope of the programme (e.g. information regarding the number of students or other information)

The 4-year- (8 semester-) programme is offered in two variants: as a full-time study programme and as a part-time programme for students under employment. Each of the variants of the programme has a capacity of 50 students per year.

4. Public/private partners responsible and/or participating in the programme

FH Salzburg Fachhochschulgesellschaft mbH
(Salzburg University of Applied Sciences and Technologies)

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

The main area 'Entrepreneurship' is run within the curriculum of the Salzburg University of Applied Sciences and Technologies. Since the 2001/02 academic year the suppliers of FH-degree programmes have been entitled to charge a fee of approximately 360 € per semester and student.

6. Geographical coverage of the programme (city/municipality, region, country)

Students from all parts of Austria can participate in the programme. However statistics show that most of the participants of an FH-degree programme come from the province where the university is located or the surrounding provinces.

7. Educational level (description of the target group of the programme)

Tertiary level

The target group of the programme is very big as two variants are offered. The full-time programme is targeted at graduates from secondary schools who are interested in continuing their education and acquiring an academic degree. The variant for part-time students is addressed to people under employment who intend to acquire further education and training in the subjects of the programme 'Information Economy and Management'.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

Entrepreneurship is taught in the framework of the FH-programme 'Information Business' in the frame of a team-teaching-concept. A programme for entrepreneurship education that is extended over three semesters was developed by a team of three professors:

3rd semester: Entrepreneurial Potential

4th semester: Entrepreneurial Strategy

5th semester: Entrepreneurial Start-up

In the first two semesters, as a preparation for entrepreneurial education, students are taught creativity and working techniques and develop, in groups of six, a business concept (idea for a business).

In the framework of the programme students go through all the phases from finding and identifying business concepts and business opportunities to developing entrepreneurial strategies and finally elaborating potential business start-ups. The students thus learn to develop – on the basis of an idea for a business – their own business plans.

Due to their work experience in enterprises and their scientific research the three initiators of the programme put special emphasis on

- innovation maturity of the business concepts
- intelligent use of resources
- strategic business partnerships

The programme also includes guest lectures on the subjects of market research and financial instruments.

Close co-operation with the Munich Business Plan Competition has been established. Teaching of entrepreneurship is synchronised with the different steps of the Competition in Munich. Students are encouraged to participate in the Business Plan Competition, to hand in their business plans, receive professional feedback and have their business plans evaluated by start-up experts from outside the university. They also have the opportunity to get into contact with venture capitalists.

‘Entrepreneurship education’ as defined by James Bruton, Head of the Information Business Department at the Salzburg University of Applied Sciences and Technologies:

‘...Classical management training does not enable students to identify and create business opportunities....

Entrepreneurship is the epitome of all business education. It is multi-disciplinary, combining as it does specialised business knowledge in fields as varied as controlling, marketing, organisation, management, law and financial planning and acquisition with modern information technology and the skills of creativity, communication and culture.’

(information taken from the Department’s website:

http://www.fh-sbg.ac.at/iwm/index_ie_kl.htm)

9. Description of the teaching/learning methods of the programme

One of the basic ideas/methods for teaching entrepreneurship in the FH-degree programme is to build up a creative environment as a first step and, as a second, to impart creativity techniques for the development and promotion of ideas.

In the first two semesters students are taught creativity and working techniques. The methods range from simple group exercises to longer exercises (e.g. improvised theatre technique).

‘There are lectures on methods and psychological background, but the most important part are workshops with groups of eighteen students in which they learn to break out of the ways of thinking engendered into them through their schooling and upbringing, and also to use their right brain-hemisphere mode.’¹⁶ (Cited from a paper by James Bruton, 2001.)

In the 2nd semester groups of 6 students have to develop a business concept which at the end is presented to and evaluated by a group of venture capitalists and start-up experts. In the entrepreneurship classes of the following semesters (Entrepreneurial Potential, Strategy and Start-up, third to fifth semester) students continue to work with the business concepts they developed before.

Classic (lecture-type) teaching methods are reduced to a minimum in the programme. Methods activating and involving the students play a major role. Project-oriented approaches and team-work dominate the teaching especially in entrepreneurship education with the teachers/lecturers having a fulfilling function.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

A first overall evaluation of the programme will be carried out in May 2002. For the extension of recognition, evaluation needs to be carried out and an evaluation report written according to the criteria of the FH Council to be included in the new application. This evaluation report has to include

- a qualitative evaluation procedure
- an internal self-evaluation by the FH institution
- an external evaluation by a peer group

¹⁶ James Bruton: ‚Providing a Creative Environment and Applying Creativity Techniques in Teaching Entrepreneurship‘, Paper presented at the G-FORUM Conference 2001

11. Main results, findings or general remarks of the programme (indicate the source)

see point 10

12. Suggestions for improvements of the programme if any (indicate the source)

See point 10

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

James Bruton: Providing Environment and Applying Creativity Techniques in Teaching Entrepreneurship, Paper presented at the G-Forum conference 2001

Interview with Prof. Dieter Hessel, Professor for Entrepreneurship and Management at the Salzburg University of Applied Sciences and Technology, 28 January 2002

2.4 UNIUN – University Students and Graduates Develop Businesses

1. Name of the programme

UNIUN – UniversitätsabsolventInnen und Studierende entwickeln Unternehmen

(UNIUN – University Graduates and Students Develop Businesses)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

UNIUN was launched as a one-year pilot project in 1999. Funding was granted by the European Commission between 1st October 1998 and 31st December 1999 from resources of the European Social Fund. Apart from Vienna the UNIUN pilot project was carried out at two other locations in Europe (Berlin and Frankfurt/Main).

The pilot phase of the UNIUN project was accompanied by regular evaluation in order to test its effectiveness. The idea of the pilot project was to create a 'Tool Box' of measures for the promotion of business start-ups by university graduates. After a positive pilot phase in 1999, successful tools and measures were to be extended to all Austrian universities interested in carrying out the project.

After the positive evaluation of the pilot project the UNIUN project was continued in 2001 (UNIUN 2001). The decision whether UNIUN will be carried out in 2002 is still pending and will probably be taken in February 2002.

3. The scope of the programme (e.g. information regarding the number of students or other information)

1999

Out of a group of 300 students and university graduates who were interested in participating in the programme 100 were chosen to actually take part in the qualification programme at the beginning of 1999. Originally the planned programme capacity was 40 participants. However as the number of interested persons was so high it was decided to include a total number of one hundred persons in the programme.

2001

In 2001 UNIUN was modified and turned into a three-step-programme. There were 200 persons who participated in the 1st programme step, 100 to participate in step two and finally 50 participants who went through all three steps of the UNIUN programme.

4. Public/private partners responsible and/or participating in the programme

The UNIUN project is a private-public partnership.

1999 partners:

In the pilot phase the partners of the project (all of which were also the bodies responsible for the project) were the University of Vienna (University Club), the Vienna University of Technology (Extension Centre), L & R Social Research (private research institute), a consulting firm and the Women Business Center (Business Frauen Center).

2001 partners:

In 2001 the UNIUN project was extended to the University of Agricultural Sciences. The bodies responsible were the Extension Centre at the Vienna University of Technology and the University Club of the University of Vienna. Apart from the 1999 project partners, the 2001 UNIUN project included the following partners:

- Start-up Service of the Austrian Federal Economic Chamber
- Franchise Forum of the Austrian Federal Economic Chamber
- Start-up Service of the Vienna Chamber of Commerce and Industry and the Economic Promotion Institute of Vienna
- Innovationsagentur (Innovation Agency, the Business Angels Network of the Federal Ministry for Economic Affairs and Labour, the Austrian Economic Chamber and other partners)
- iLab24, a venture capital and incubator organisation

- other private partners
5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

In 1999 funding was provided by the European Social Fund and the Federal Ministry for Education, Science and Culture.

In 2001 funding of the UNIUN project came from

- The European Social Fund
 - The Federal Ministry for Education, Science and Culture
 - The Federal Ministry of Transport, Innovation and Technology
 - The Vienna Business Agency (a public welfare fund by the City Administration of Vienna, the Vienna Chamber of Commerce and Industry and two private banks)
6. Geographical coverage of the programme (city/municipality, region, country)

Austria

All the workshops and seminars held within the framework of the UNIUN programme are held in Vienna. However, the UNIUN programme is open to participants from all parts of Austria.

7. Educational level (description of the target group of the programme)

Tertiary education level

The target group of the programme are scientists, academics, graduates and students in the final phase of their studies at Austrian universities. In the framework of the project, special emphasis is put on the promotion of women as the start-up rate among female university graduates is very low.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

UNIUN 1999

In 1999 the UNIUN programme was offered at three different places throughout Europe. In Vienna the qualification programme for students and university graduates with a start-up intention was in the foreground. In Berlin special emphasis was put on the organisation of a business plan contest whereas in Frankfurt the individual coaching of potential business founders was the central element of the UNIUN 1999 programme.

The 1999 UNIUN programme in Vienna was a several-months' qualification programme consisting of intensive training and consulting activities for potential business founders. Apart from seminars providing knowledge on business administration and legal aspects of company start-ups, participants could attend workshops in the field of communication and personality formation and obtained coaching for their start-up project on an individual basis.

UNIUN 2001

After evaluation of the UNIUN 1999 at all three sites the experiences made were adopted in and combined in the new three-step programme:

1st step

In the 1st step of the programme, participants are taught the basic knowledge on the subjects of business foundation and self-employment. In a workshop they have the opportunity and assistance to develop their own idea for a start-up project. At the end of phase one, participants are to present a paper with their business concept.

2nd step

The 2nd phase of UNIUN consists of an intensive seminar and workshop programme in the field of start-up related business administration and legal know-how as well as personality training. At the end of this step, participants have to present their start-up concept.

3rd step

The 3rd phase of UNIUN is dominated by one-on-one coaching sessions for the participants. Each programme participant is entitled to two coaching units. Coaching is offered in two fields: personality formation and business administration. Coaching in the field of technology is offered for persons with technology-oriented start-up projects. At the end of this last programme phase, participants have to present the business plan for their start-up project.

9. Description of the teaching/learning methods of the programme

Lecture-type seminars for business administration and start-up related legal know-how are combined with activating teaching and learning methods (workshops in the field of communication and presentation techniques). The third phase of the programme is dominated by one-on-one coaching sessions for participants.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

Evaluation of the 1999 UNIUN programme was carried out by one of the partner institutions, the L & R Social Research. The programme was accompanied by constant evaluation from the beginning onwards, as the idea was to extend it – after a successful pilot phase – to other Austrian universities.

The methods used for the evaluation were questionnaires, qualitative interviews and group discussions, the latter two having been carried out at the end of the project.

11. Main results, findings or general remarks of the programme (indicate the source)

Evaluation of the seminars

After each of the 39 seminars that were held in the frame of UNIUN 1999 participants were asked to fill in a questionnaire. Different aspects of the seminars (e.g. seminar organisation, seminar contents, didactics, preparation and competence of the trainers, communication and experience exchange among participants, overall assessment) were to be rated on a scale between 1 'very good' and 4 'very bad' with the following results:

- The overall assessment of the seminars was positive, participants judged them from 'good' to 'very good' (arithmetic mean: 1,54). The standard deviation of 0,59 points gives reason to assume that the target group was rather heterogeneous.
- The best assessment was achieved for the trainers' competence and their preparation of the courses contents. Concerning the organisational preparation however participants suggested that the trainers should coordinate the seminar contents as overlapping of contents occurred.
- Communication-related aspects (between participants and trainers and among participants) and the seminar climate were judged as 'very good'.
- The organisation of the seminar, didactical aspects, the seminar contents and the possibility for contributing own ideas were assessed as 'good'. (This assessment refers rather to the individual seminar units than to the whole programme.)
- They considered slightly higher the benefit for the own professional future (mean: 1.60) than the benefit for the own specific start-up project (mean: 1.69).

Start-up of innovative businesses

As one of the most important factors of success of the UNIUN project the number of participants who actually got self-employed or started up their own business or who had the intention to do so was assessed. For this purpose the data gained in qualitative interviews, carried out in autumn 1999, were evaluated.

- Concerning their professional situation at the time when the interviews were made, 29 % of the UNIUN participants were self-employed, 57 % were in an employment relationship and 14 % were not working at all (probably being in the final phase of their studies).
- Asked about their future work perspectives, 82 % of those who had not yet been self-employed at the time of the survey expressed their intention of becoming self-employed in the medium term (92 % among the men and 78 % among the women).

Based on the qualitative interviews and group discussions with the participants that were carried out at the end of the UNIUN project an overall evaluation of UNIUN was made. Some of the results were summarised under the heading 'The benefits of UNIUN'.

The benefits of UNIUN

- Participants gained clarity about their professional future.
- By taking part in the UNIUN programme participants found out in which fields they needed professional help and what their weaknesses were. Some even gave up their start-up project as its realisation turned out to be not realistic.
- The positive and activating climate during the UNIUN project increased the participants' will to become self-employed and helped them to put their project into reality.
- Those with vague business ideas were assisted in making their start-up projects more specific. Those with concrete start-up ideas were well assisted as during UNIUN their business project was checked with scrutiny.
- Participants could well exploit the practical seminar contents for the implementation of their projects.
- Building up a network for exchange of views and mutual help among the potential founders was considered an important effect of the programme.

- Another positive aspect about UNIUN was the fact that participants could get in contact with institutions and specialists in the field of business start-ups.

(Evaluation by L & R Social Research)

12. Suggestions for improvements of the programme if any (indicate the source)

The following suggestions for improvements were made by the participants in the course of the interviews and group discussions at the end of UNIUN and presented in the overall programme evaluation:

- A longer preparation time and communication with participants by e-mail would probably help improve the organisation of the participants at the beginning of the project.
- The group of participants was considered rather heterogeneous. Especially when the subject of business plans is dealt with there should be a separation between those who already have a concrete start-up idea and those participants who are only about to develop their own business idea (splitting-up of the seminars into a theoretical and practical part).
- The group sizes were considered as too big primarily for the part of the practical workshops. This could be solved by the mentioned splitting-up of seminars.
- Seminar participants expressed the wish to have 2 of the 26 trainers replaced.
- In order to complete the entire UNIUN programme participants had to attend 18 two-days' seminars. This was regarded as very intensive and thus participants would prefer the seminar programme to be held in a more concentrated form. In addition, the overlapping of contents between different modules should be prevented.

(Evaluation by L & R Social Research)

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Lukas Mitterauer, Ferdinand Lechner, Walter Reiter (L & R Sozialforschung): UNIUN – UniversitätsabsolventInnen und Studierende entwickeln Unternehmen, Evaluationsbericht, L & R Sozialforschung, Wien, April 2000

(Lukas Mitterauer, Ferdinand Lechner, Walter Reiter (L & R Social Research): UNIUN – University Graduates and Students Develop Businesses, Evaluation Report, L & R Social Research, Vienna, April 2000)

Further information on the UNIUN programme was provided by Ms. Delisch from the University Club at the University of Vienna (interview on 22 January 2002)

2.5 Hernstein Business Successor

1. Name of the programme

Hernstein Business Successor, Lehrgang für Unternehmensnachfolger in Familienbetrieben

(Hernstein Business Successor, Programme for Business Successors in Family-owned Enterprises)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The Business Successor course was introduced in 1998 and has since been established as a continuous programme at Hernstein Management Institute.

3. The scope of the programme

The 3-term programme of university character has a maximum capacity of 16 participants. New courses start after the end of preceding courses (which means that every 1.5 years a new course starts).

4. Public/private partners responsible and/or participating in the programme

Hernstein International Management Institute (a private training institute)

5. Funding of the programme

The programme is financed by the participants, the course fee totals € 17,400 (€ 5,800 per term).

6. Geographical coverage of the programme (city/municipality, region, country)

Austria

The courses are held at Hernstein Castle in the province of Lower Austria in the Eastern part of the country. However course participants come from all parts of Austria.

7. Educational level (description of the target group of the programme)

The Hernstein Business Successor is a programme at the level of further vocational training.

The target group of the course are family members or leading employees who are to take over entrepreneurial responsibility in family-owned businesses and who are already working in the firm.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

Programme contents:

- Business Administration and Legal Know-how
 - ✓ Finance and Accounting
 - ✓ Controlling and Cost Accounting
 - ✓ Financial Management and Taxes
 - ✓ Marketing
 - ✓ HR Development and Management
 - ✓ Organisational Management and Change Management
 - ✓ Business Succession
 - ✓ Strategy (Business Plan)
 - ✓ Law for Entrepreneurs
- Communication and Social Competencies

- Elaboration of a Business Plan for the own firm as a core element of the course

9. Description of the teaching/learning methods of the programme

- Great emphasis is put on action-oriented teaching and learning methods.
- High degree of practice orientation: in the field of management and leadership, learning is based on real-life examples and case studies from the participants' firms; participants work out a business plan for their own firm.
- The exchange of experiences among course participants is considered an essential element of learning as the participants are all in similar situations.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

Internal evaluation is regularly carried out by means of standardised questionnaires, group discussions, personal feed-back for the trainers by individual or groups of participants. The results of internal evaluations are a major source of continuous improvements of the Business Successor programme. No external evaluation has been conducted so far.

After each module participants are asked to fill in a questionnaire with the aim of assessing the following aspects:

- the participants' expectations and satisfaction with the courses
- suggestions for improvements
- questions about the trainers
- the participants' opinion on the training location

11. Main results, findings or general remarks of the programme (indicate the source)

The results of the internal evaluations that have been carried out so far have not been published but used as basis for continuous improvements of the course programme.

12. Suggestions for improvements of the programme if any (indicate the source)

Since the programme was launched, some improvements have been made on the basis of the results of surveys among participants and the students' direct feedback for the trainers. Among others, the following improvements have been made:

- change in the sequence of the different programme modules
- better preparation for the construction of the business plan
- changes in the contents of the course programme

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

So far only internal evaluations of the Business Successor programme have been carried out without publication of the results obtained.

Information on the methods of evaluation used and the suggestions for improvement were provided by Mag. Judith Weberhofer, the contact person for the programme 'Business Successor' at Hernstein International Management Institute (17 January 2002).

2.6 Course for Up- and Coming Managers

1. Name of the programme

Lehrgang für den Unternehmensnachwuchs
(Course for Up- and -Coming Managers)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The course was launched in 1991. However it was only in 1994 that the course was transformed into a programme of university character and is now offered by LIMAK as a regular programme.

3. The scope of the programme (e.g. information regarding the number of students or other information)

The 3-term part-time programme of university character is offered to people under employment. A maximum of 16 persons can participate in the course. There are two trainers and thus each seminar or course unit comprises a maximum of 8 participants.

The LIMAK programme lasts for three terms, courses are held from February to August (1st term), from September to February (2nd term) and from March to July (3rd term).

4. Public/private partners responsible and/or participating in the programme

Limak International Management Academy

The Limak Academy was founded as a co-operation of Johannes Kepler University in Linz, the public sector and the business community (all of which are located in the province of Upper Austria). The Limak Academy is incorporated as an institute at the University in Linz. It was established in

order to design management training and continuing education programmes for the European top management.

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

The programme is financed by the participants, the course fee totals € 15,900 (€ 5,300 per term).

6. Geographical coverage of the programme (city/municipality, region, country)

The courses of the LIMAK programme are held in Linz, the capital of Upper Austria. However the LIMAK programme is offered to persons from all German-speaking countries and as the experience has shown participants come from Austria, Germany and Switzerland.

7. Educational level (description of the target group of the programme)

The Limak course is a programme of further education and training.

The target group of the programme are persons who are interested in receiving comprehensive training for starting-up, succession or taking-over a small or medium-sized enterprise including persons such as

- sons/daughters of entrepreneurs who are to take over their parents' company
- students or persons under employment who want to prepare themselves for self-employment or for the management of an SME

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

The idea and content of the course can be summarised as follows:

1. Business administration knowledge (marketing, finance, organisational behaviour, reward system, controlling)
2. Application of the acquired knowledge in the participants' companies
3. Development of entrepreneurial skills
4. Contact with foreign enterprise cultures and strategies

(Implicit) definition of entrepreneurship education in the framework of this programme:

To teach new managers how to successfully take over and manage small and middle-sized businesses.

9. Description of the teaching/learning methods of the programme

The organisation of the course units is tailored to the needs of persons under employment. Courses are thus held between Thursdays and Saturdays.

Traditional teaching methods, such as lectures, are combined with teaching methods with a more interactive character. Case studies are another method frequently applied in classes. A high degree of practice-orientation is reached by the consideration of the individual situation in the participants' firms. For this reason the number of participants per group is kept low (8 persons as a maximum).

The second term of the programme includes a stay abroad at the partner university in Chicago. During their stay there, programme participants visit a local firm. For each participant a firm is selected that corresponds to their own firms (e.g. firms from the same industry or branch). In a case-study approach participants have to solve a case/problem with some similarity with their own firm.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

Internal evaluation

Internal evaluation is regularly done by means of questionnaires. Participants are asked to complete questionnaires after each work shop unit, after the terms and after the whole course. Apart from that course participants are asked to regularly give verbal feedback to their trainers.

The results of the evaluations are used internally, no report has been published so far.

11. Main results, findings or general remarks of the programme (indicate the source)

The feedback gained from the participants in internal evaluations was predominantly positive. Course participants particularly stressed the high degree of practice-orientation. Also, participants showed a high approval rate for the course contents and the teaching methods applied.

12. Suggestions for improvements of the programme if any (indicate the source)

When the LIMAK programme was launched, course units were also held at the beginning of the week (Mondays, Tuesdays, Wednesdays). However, surveys among participants had shown that, most of them, having full-time jobs, preferred to attend courses on weekend days (Thursdays to Fridays).

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Information on the evaluation of the programme was provided by Mr. Herbert Neubauer, the contact person for the LIMAK course at LIMAK Academy in LINZ in an interview on 21 January 2002.

3 Continuing Education and Training (CET)

3.1 Start-up Academy

1. Name of the programme

GO! Gründer Akademie – Topseminar für Unternehmensgründer (im Rahmen der GO! Gründer Offensive)

(GO! Start-up Academy – Top Seminar for Business Creators (in the framework of the GO! Start-up Initiative))

2. Initiation year of the programme

The Start-up Academy programme was launched in 2001. The first one-week programme took place between the 22nd and 29th April 2001.

In 2002 four courses with a total duration of 4 days each are offered in four different places of Austria between 30th January and 3rd February. It is planned to offer two more courses in September 2002.

3. The scope of the programme (e.g. information regarding the number of students or other information)

The first Start-up Academy programme which was held in a town in the province of Lower Austria in April 2001, was planned for a maximum number of 75 participants with three course units of 25 participants each. 65 persons actually participated in the programme.

In 2002 the Start-up Academy is planned to be held in four different parts of Austria with a maximum capacity of 60 participants each.

4. Public/private partners responsible and/or participating in the programme

The Start-up Academy programme was initiated by a PR agency in 2001. In the first year of its existence the main partners were two large private Austrian banks and the Ministry for Economic Affairs and Labour. Several private firms figured among the sponsors of the programme.

From 2002 onwards the Start-up Academy courses will be held in the framework of a Start-up Initiative that was started in November 2001 by one of the biggest Austrian banks. Another major partner is the Austrian Federal Economic Chamber. The Start-up Initiative organises not only the Start-up Academy programme, but also a business plan competition.

There are three more national partners of the programme, private firms, who act as sponsors and, as is the case with a big Austrian tax counselling and auditing firm, send trainers and consultants to the Start-up Academy courses.

Apart from the national partners there are public as well as private regional partners co-operating in the framework of the Start-up Initiative at the Laender level.

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

The first Start-up Academy was financed by the main partners and private sponsors. Apart from that, participants had to pay a course fee of € 1,017.

The 2002 courses, that are held in the framework of the Start-up Academy, are also funded by the partners and private sponsors. Participants have to pay a fee of € 250, covering accommodation and food (not the costs of the course).

6. Geographical coverage of the programme (city/municipality, region, country)

The first Start-up Academy was held in a town in Lower Austria, the Eastern part of Austria. In 2002 the Start-up Academy courses will be held at four different locations in Austria with the aim of reaching inhabitants from across the nation:

- Upper Austria and Salzburg
- Vienna, Lower Austria and Burgenland
- Carinthia and Styria
- Tyrol and Vorarlberg

7. Educational level (description of the target group of the programme)

The Start-up Academy programme is designed as a programme of continuing education and training.

The business plan competition and the Start-up Academy programme are the main elements of the GO! Start-up Initiative with the following objectives:

- activation of the start-up potential
- optimisation of start-up preparation
- improvement of the start-up structure
- saving of time and costs for business creators

Persons who want to participate in the business plan competition have the opportunity to obtain professional assistance in developing their business plan through the Start-up Academy courses.

Therefore the target group of the programme are potential business creators and young entrepreneurs.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

The Start-up Academy courses consist of the following elements:

- business administration and legal know-how
 - ✓ legal forms of enterprises
 - ✓ products and markets
 - ✓ products and legal aspects
 - ✓ marketing and distribution
 - ✓ financial planning and liquidity
 - ✓ ways of financing
- personality formation (rhetoric and presentation techniques)
- simulation of the start-up process
- individual consulting by start-up experts

9. Description of the teaching/learning methods of the programme

- practice-oriented workshops
- business simulation (simulation of the start-up process)
- one-on-one counselling given by or discussions with experts

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

Internal evaluation of the Start-up Academy programme was made by a questionnaire survey among participants. However evaluation results have not been published.

11. Main results, findings or general remarks of the programme (indicate the source)

see point 10

12. Suggestions for improvements of the programme if any (indicate the source)

see point 10

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Interview with Thomas Csipko, one of the persons responsible for the organisation of the first Start-up Academy (10 January 2002)

3.2 Young Entrepreneur Academy

1. Name of the programme

Jungunternehmer Start Up (Young Entrepreneur Start-up, Carinthia)
Jungunternehmer-Akademie (Young Entrepreneurs' Academy, Upper Austria)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The programme was originally designed as a nation-wide programme by the Economic Promotion Institute Austria and launched in 1980 under the title 'Entrepreneurs' Academy'. Since its introduction however, modifications of the programme have been made at the level of the (independent) Economic

Promotion Institutes of the Laender that have led to a re-launch of the product in some Laender Institutes.

As two examples, the programmes now offered by the Economic Promotion Institutes in Carinthia, where the programme has been offered under the title 'Young Entrepreneurs Start-up' since 1999, and in Upper Austria, where it is offered under the title 'Young Entrepreneurs' Academy, are presented.

3. The scope of the programme (e.g. information regarding the number of students or other information)

The programmes in Carinthia and Upper Austria are offered twice a year and have a capacity of 15-20 participants each.

(In the 1997/98 academic year the number of participants attending the Entrepreneurs' Academy totalled 200 in Austria.)

4. Public/private partners responsible and/or participating in the programme

Economic Promotion Institute in Carinthia

Economic Promotion Institute in Upper Austria

(As has already been mentioned, similar programmes for business founders and young entrepreneurs are also being offered by the Economic Promotion Institutes in other Austrian Laender.)

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

The programme is funded by the participants.

Programme fee totals € 698 in Carinthia and € 1,644 in Upper Austria. (The price difference is explained by the different lengths of programme.)

6. Geographical coverage of the programme (city/municipality, region, country)

Carinthia, Upper Austria

7. Educational level (description of the target group of the programme)

CET (continuous education and training)

The target group of the programme are persons with a concrete idea or intention of a business start-up or young entrepreneurs who have started a venture less than a year ago.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

- Business administration and basic, start-up related legal know-how
 - ✓ Marketing
 - ✓ Organisation, motivation and leadership
 - ✓ Controlling and accounting
 - ✓ Finance and financial planning
- Promotion of personal skills such as communication, presentation of the start-up concept
- Elaboration of a business concept for the participants' own start-up idea, coaching by the programme manager

In the framework of the described programme, entrepreneurship education is implicitly understood as the imparting of the knowledge, qualifications and skills required for starting-up and successfully managing a business.

9. Description of the teaching/learning methods of the programme

The Young Entrepreneur Start-up in Carinthia has been designed as a part-time programme for persons under employment. The programme consists of 8 course days, courses are held on Friday afternoons and evenings and on Saturdays.

The Young Entrepreneurs' Academy in Upper Austria is also offered as a part-time programme with courses being held on Fridays and Saturdays. The programme comprises 13 course days.

Methods used in teaching:

- Lectures
- Group work and discussions
- Each participant elaborates his/her own business concept.
- Coaching provided to each programme participant

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

As is the case in all courses and programmes of the Economic Promotion Institutes the participants' feedback is assessed at the end of the programmes by means of standardised questionnaires. These internal evaluations are used as a means of quality assurance and are a source of continuing improvements of the programmes on offer. The questionnaires cover feedback on the following points:

- the course contents
- the trainers
- the training location
- the programme organisation

11. Main results, findings or general remarks of the programme (indicate the source)

Results of the internal evaluations have not been published. No external evaluation of the programme has been carried out.

12. Suggestions for improvements of the programme if any (indicate the source)

see point 11

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Interview with Mr. Hannes Knett and Ms. Katharina Staszczyk, both Economic Promotion Institute Austria

3.3 Training for Entrepreneurs

1. Name of the programme

Unternehmer-Training
(Training for Entrepreneurs)

2. Initiation year of the programme (including also information whether the programme was an ad hoc-programme or a continuous programme)

The programme was launched in 1994 and has since been offered regularly by the Economic Promotion Institutes in all the Austrian Laender.

3. The scope of the programme (e.g. information regarding the number of students or other information)

Since the introduction of the Training for Entrepreneurs each academic year an average 4,000 persons have participated in the Austrian-wide programme. In the 1999/00 and 2000/01 academic years the participant numbers decreased to an average of 3,000 persons.

4. Public/private partners responsible and/or participating in the programme

Economic Promotion Institute Austria (Wirtschaftsförderungsinstitut, WIFI)
Economic Promotion Institutes in the Laender

The Economic Promotion Institutes are one of Austria's largest suppliers in the field of professional adult training. Main training fields are management, business studies, computers, languages, business studies, technology and branches of business. The WIFIs are institutions of the Economic Chambers in Austria with regional branches in all nine Laender.

The Training for Entrepreneurs has been developed as a homogenous programme in a joint effort of the Economic Promotion Institute Austria and its regional institutes and is offered as a nation-wide programme by all of the Economic Promotion Institutes.

5. Funding of the programme (e.g. run within the school curricula or sponsored by XYZ)

The programme is funded by the participants. Programme fees vary in the individual regions and range from € 792 to € 1,050. (These price variations are also explained by the fact that in the Economic Promotion Institutes of some of the Laender the Training for Entrepreneurs programme includes a business game.

6. Geographical coverage of the programme (city/municipality, region, country)

Austria

7. Educational level (description of the target group of the programme)

CET (continuous education and training)

The target group of the Training for Entrepreneurs are

- Persons who have the intention to pass the entrepreneurial examination.
The entrepreneurial examination is the proof of managerial skills and legal knowledge required for working as a self-employed person in the crafts and trades.
- Persons with the intention to take over an enterprise and for this reason must be able to show the certificate of competency as evidence of formal qualifications.
- In general all those persons who want to prepare themselves for any form of entrepreneurial or self-employed activity.

8. Description of the main contents of the programme (incl. understanding of enterprise education/entrepreneurship in the programme)

- Communication and behaviour (within the company and towards persons and institutions who are not part of the company)
- Marketing
- Accounting
- Entrepreneurial legislation
- Organisation, human resource management and leadership
- Business games (offered as a integrated part of the programme in some of the Institutes)

9. Description of the teaching/learning methods of the programme

The Training for Entrepreneurs programme is offered in different variants:

- Full-time variant, extended over four weeks (Mondays to Fridays from 8 a.m. to 4 p.m.)
- Part-time variant for persons under employment, extended over three to four months (Mondays to Fridays in the evening hours)
- The Training for Entrepreneurs has also been designed as a tele-learning variant and some of the Economic Promotion Institutes have started to offer this programme variant.

In the programme, business games are applied for the simulation of economic reality. The use of case-studies is intended to ensure practice-orientation.

10. Methods for evaluating the programme (feed-back from the students, teacher evaluations, or other internal or external evaluations)

As is the case in all courses and programmes of the Economic Promotion Institutes the participants' feedback is assessed at the end of the programmes by means of standardised questionnaires. These internal evaluations are used as a means of quality assurance and are a source of continuing improvements of the programmes on offer. The questionnaires cover feedback on the following points:

- the course contents
- the trainers
- the training location
- the programme organisation

11. Main results, findings or general remarks of the programme (indicate the source)

Results of the internal evaluations have not been published. No external evaluation of the programme has been carried out.

12. Suggestions for improvements of the programme if any (indicate the source)

see point 11

13. SOURCE: Either Bibliographic information (author, title of the publication, type of publication (journal article, study material, etc., organisation/orderer of the study, city, country, year, etc.) AND/OR other source information (name of the person(s), organisation, date of the interview/contact)

Interview with Mr. Hannes Knett and Ms. Katharina Staszczyk, both Economic Promotion Institute Austria (31 January 2002)

III. ANALYSE AUS KOMPARATIVER FORSCHUNGSPERSPEKTIVE (ULLA HYTTI)

1 Introduction

1.1 Problem statement

Enterprise education and entrepreneurial studies have been strongly promoted and in some countries included by legislation in the national curricula. European countries have different entrepreneurial cultures and differences are reflected in the training programmes, curriculum structure, and the methods of training and evaluation adopted. Terminology differs according to culture and makes transnational exchange of knowledge and research in the field difficult. In planning research in the area of enterprise education we encountered the lack of comparable material over Europe. The terms used in one culture do not carry the same meaning another, which makes theory and programme development difficult. For example, in Finland and UK enterprise education does not mean only training for those who are interested to become self-employed but also training aiming at increasing the entrepreneurial behaviour of students and employees whereas in some countries enterprise education is taken to mean almost without exception training for persons who are interested to become self-employed. Therefore, it was considered important to establish a common frame-of-reference that would allow Europe-wide comparability in order to create new knowledge of enterprise education and facilitate transnational academic and pedagogic discussion and cooperation among theorists and practitioners in this field.

The project ENTREDU¹⁷, which is financed under the Leonardo da Vinci framework of the European Commission, is an attempt to collect the features of different enterprise and educational cultures, analyse and classify the theories and practices thus providing an initial frame-of-reference for new development in the field. The information is collected in a database, which covers survey information from countries involved in the project (Austria, Ireland, the UK, Norway and Finland) and a few other countries. The information covers a wide variety of information targeted at individuals and organisations keen on developing and researching enterprise education. Firstly, the information includes a discussion of the national developments regarding enterprise and small business policies and of the legislative status of enterprise education in national curricula in each of the partner countries in order to create understanding of the contextual setting where the enterprise education takes place. Since the supply of enterprise education is differentiated in the different settings we need to understand the basis for the variation. Secondly, based on the literature analysed in this project and study we were able to provide a framework for the conceptual discussion and to define key terminology. Thirdly, we offer information of the type of enterprise education courses and programmes offered and teaching/training methods used including examples of programmes targeted at students and teacher in different school levels. The information is collected and classified in a matrix to make comparison possible between countries and types of enterprise education (classified according to the aims, contents and level of education). The database may be reached free of charge through the ENTREDU.com website.

¹⁷ This project has been carried out with the support of the European Community. The content of this project does not necessarily reflect the position of European Community, nor does it involve any responsibility on the part of the European Community.

1.2 Conducting the study

For the purposes of our research we did not aim at a narrow or a precise definition of enterprise education but rather we approached the field to explore the practice, that is, to identify what is considered as enterprise education in the respective countries in the study.

In this study 171 literature references and 60 enterprise education programmes or initiatives run in five European countries were analysed in order to identify what aims and objectives enterprise education programmes explicitly or implicitly were trying to achieve, and to identify what kind of methods were applied in the programmes and what kind of results were achieved (if any). Since the research group decided not to adopt a strict definition of what constitutes enterprise education, we required the researchers conducting the fieldwork to be culturally sensitive to the phenomenon at large in order to reflect the cultural underpinnings of enterprise education in their choice of the literature and programmes selected for the study. This was achieved by selecting national researchers to carry out the fieldwork. In addition, the research team engaged in an extensive discussion in order to reach an understanding of the phenomenon studied.

First, the researchers in the respective partner countries collected, analysed and reported the policy development regarding enterprise and small business policies as well as provided information on the status of enterprise education in the national curricula in the respective countries. This information serves as background information for understanding the type of training programmes offered.

Second, each national team was required to identify and document references and short summaries of all relevant publications, including reports and articles related to enterprise education. Subsequently, the literature references were analysed and further classified according to the criteria developed in the pro-

cess. The literature references were classified based on the following criteria: aims, contents and level of education.

Third, the researchers identified and documented an illustrative sample of national or regional programmes in the selected countries. In seeking to do this each national team was required to be sensitive to the need to document programmes from each of the three stages of the education system (essentially primary, secondary and higher education). It was agreed that the following types of programmes would not be included: programmes targeted at operating entrepreneurs or training programmes aimed at unemployed persons for setting up a business (especially if there was a choice of many projects).

In terms of documenting the policies, literature references and programmes, the project co-ordinator prepared an inquiry reference form to ensure that there was standardisation of data collected for each programme across the different national contexts (See appendices 1-3). Especially in collecting the data for each programme, multiple sources of information were used, for example research or evaluation studies of the related programmes, internal evaluation reports and where there was insufficient written documentation, the promoters of the programmes were interviewed.

The research work was co-ordinated by the Small Business Institute, Turku School of Economics and the data collection was carried out in conjunction with four other partner countries (Austria, Ireland, Norway and the UK).

2 Conceptualising enterprise education

2.1 Defining enterprise education

It is not possible to discuss the phenomenon of enterprise education without an implicit or explicit definition of enterprise education. The definition necessitates an understanding of the basis of enterprise education – what it is, what it aims to do and what can be achieved through enterprise education? This understanding is subsequently transferred into the contents and methods of teaching and learning in enterprise education. For the purposes of this study we collected and summarised 171 articles, reports and other publications that were also analysed in order to develop an understanding of how enterprise education is understood in the literature with an underpinning idea that it will reflect the understanding of enterprise education in practice also. The literature was subsequently analysed and classified for the database.

Based on our analysis the considerable conceptual confusion surrounding enterprise education is due to two major sources. Firstly, it is difficult to define what enterprise education is, what it aims to do and what may be achieved through it. The discussion deals for example with aiming at drawing the boundaries between management studies and entrepreneurship studies (Gibb – Cotton 1998, Gibb 1999, Solomon et al 2002). For the purposes of this research we did not aim at a narrow or a precise definition of enterprise education but rather we approached the field to explore the practice, i.e. what counts as enterprise education in the respective countries in the study. Secondly, based on the literature the boundaries between enterprise education are blurred with other concepts, such as work related learning (Dwerryhouse 2001), action-learning (Revans 1991; Jones-Evans et al 2000; Smith 2001), experiential learning (Kolb 1984) and entrepreneurial learning (Gibb 1999, Rae 2000) and their relation to enterprise education.

Based on the analysis of literature from five European countries we could, however, draw the following framework. This framework serves also as a basis

for the database (www.entredue.com). In the following the basis for classification is described and discussed and exemplary references are given. The framework helps us also to conceptualise enterprise education as a phenomenon.

2.2 Entrepreneurship as a phenomenon

Theoretically, this discussion of the understanding and definition of enterprise education is interconnected to the ongoing theoretical debate within entrepreneurship and small business research of what entrepreneurship is all about. The history of entrepreneurship studies has relied on psychology and has aimed at profiling the 'Entrepreneur' (characteristics, demographics, etc.). In the field of management and business economics these so-called trait studies were the key interest area until the 1990s. (Brockhaus 1982, Kovalainen 1989) In the studies the personal characteristics of entrepreneurs were under investigation. These studies did not provide any conclusive results because the characteristics identified were largely similar to that of other groups, such as managers or creative people. (Gartner 1988, Gartner 1989, Bird 1989, Baron 1998) From the point-of-view of enterprise education the identification of certain characteristics for entrepreneurs does not seem to be a promising attempt – if such innate attributes given at birth were found in some people but not in all that would be deterministic in the choice of the entrepreneurial career at the same time the role of enterprise education would have been made redundant.

Some researchers have suggested that it is the process of entrepreneurship not the individuals that should be in the focus of research. Hence, entrepreneurship is about exploring, discovering and exploiting opportunities (Shane – Venkataraman 2000). From this perspective entrepreneurship is more of an act of doing than a state of existence. In this vein, entrepreneurship is not reserved only for certain people (business founders) but could be seen to be a process that can touch many people in different forms. From this perspective enterprise education has a distinctive role in aiming at developing the attitudes, capabilities and skills of the individuals to engage in the process of entrepreneurship.

Based on the analysis of the literature we could conclude that entrepreneurship may have different forms, it is not solely a business related phenomenon but can be entrenched to include also the individual and his or her approach to life. A framework for understanding the different forms of entrepreneurship (elaborated from Kyrö 1997) is provided in the following figure (1).

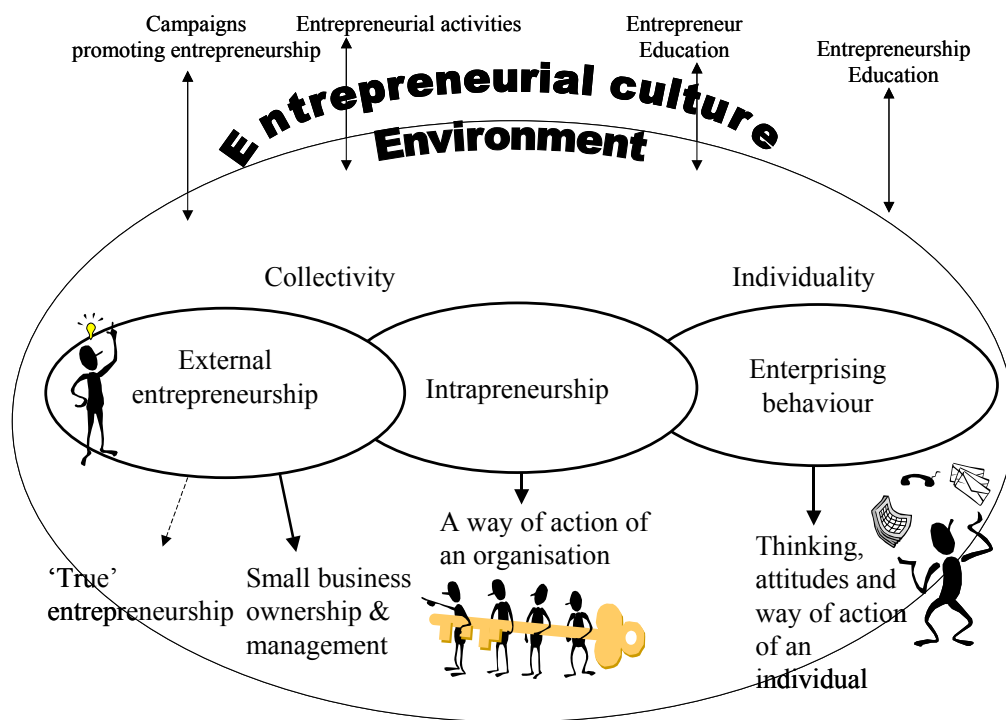


Figure 1 Forms of entrepreneurship (elaborated from Kyrö 1997)

2.3 Aims of enterprise education

The forms of entrepreneurship were also reflected in the aims of enterprise education programmes. Based on our analysis it is possible to identify three sets of aims that may be included in enterprise education programmes.

It is the general public and the people interested in entrepreneurship who are seen to be in need of an awareness education, exploring intellectually what

entrepreneurship is about (Jack-Anderson 1998, Chen et al. 1998). The need is fulfilled by providing information through media and campaigns or seminars and lectures on the different school levels or in the open fora. Awareness building can of course also be understood as the first ladder in preparing people also to pursue the entrepreneurial career at a later stage since an individual's propensity to pursue alternative employment paths is greatly influenced by knowledge of the existence of other options. This implies that in order to be able to make the choice of becoming an entrepreneur in the later stages of one's career, one has to see that this given option exists. (Oakey et al. 1998, Vesalainen et al. 1999)

Secondly, the individuals may be in need of or willing to know and learn entrepreneurial ways of working fitting into any profession or any career forming the second status or group of enterprise education. These needs are fulfilled through information but also for example through different types of team work, workshops or projects in order to get the feeling of an entrepreneurial process and learning from it. (Jack – Anderson, 1998) Economic security will increasingly depend on skills, ideas and the ability to learn and to adapt to meet new changing requirements. The nature of work is constantly changing. Formal training plans will become impractical in SMEs where one has to react to changes very rapidly. Therefore, individuals are increasingly responsible for their own learning and for bringing value added into the organisation. (Jack – Anderson 1998, Gibb 1999, London et al. 1999)

Thirdly, enterprise education is seen important in preparing students to act as entrepreneurs and manage the businesses (Jack – Anderson 1999, Solomon et al 2002). Those seriously interested and/or determined starters might be in need of experimenting and playing with the idea, trying entrepreneurship out in controlled circumstances for example in a class setting by setting up mini-businesses or through workshops. This third group – including both determined starters, nascent entrepreneurs and in some cases also start-up firms – are also in need of the basic skills and information directly linked to setting and running a

small firm, acting as an entrepreneur. The different roles assigned to enterprise education are summarised in the figure 2.

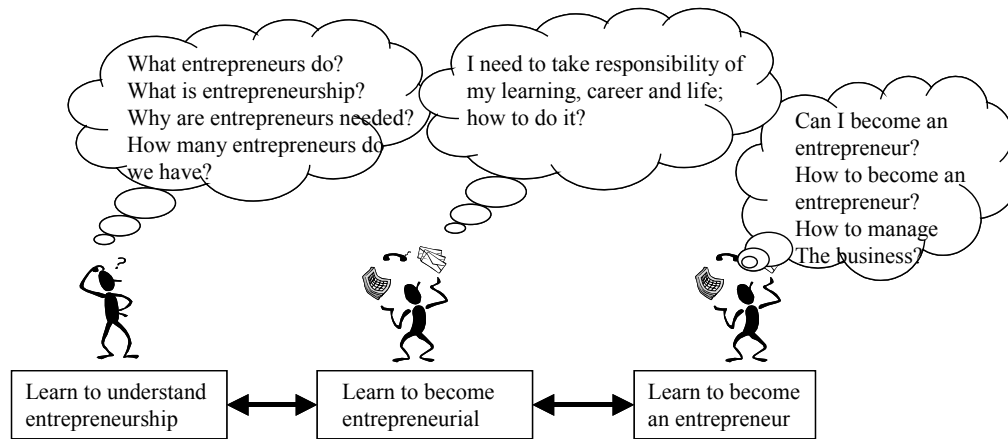


Figure 2 Aims of enterprise education

However, this division should be seen only as a theoretical division and in practice the three aims may co-exist in one particular programme or initiative. The aims could also be understood to represent a process where the third aim (learning to become an entrepreneur) cannot be realised if an individual is ignorant and incapable with regard to understanding entrepreneurship and knowing how to act entrepreneurially.

2.4 Level of education

The most basic finding regarding this discussion is that based on our literature survey enterprise education deals with all levels of education; Kindergarten, primary school, secondary school, vocational school level, higher education and further education. This serves, naturally, as a basis for classification of the material in the database¹⁸:

¹⁸ In the database we decided to classify the material according to the age brackets since the schooling systems vary slightly in different countries.

- ☐ Under 6 years of age (Kindergarten and infant school)
- ☐ 6-12 years (Primary school and lower level of comprehensive school)
- ☐ 13-19 years (Education in upper level of comprehensive school, at the vocational level, in colleges and upper secondary school)
- ☐ Higher education (Degree education in universities, colleges and at the polytechnic level)
- ☐ Adult education (E.g. training for entrepreneurs, small business personnel or for unemployed and further education)
- ☐ Teacher education (Training of the teachers already in working life and the training of the students becoming teachers, e.g. in teacher colleges)

2.5 Contents of enterprise education

In this section we investigate the contents of entrepreneurship that were identified in the literature discussing enterprise education (for dimensions of entrepreneurship see also Vesalainen et al 1997). These dimensions are discussed below and will provide us with a preliminary framework for the different contents in enterprise education. The different contents that were identified were labelled as macro, business, organisation and individual dimensions.

2.5.1 Macro / policy perspective

On the macro level, the focus is on offering definitions of enterprise education and evaluating its contribution to the development of enterprising cultures. The literature covers studies that aim to describe the importance of entrepreneurship for the society and entrepreneurship culture, to evaluate the impact or success of particular enterprise education programmes or initiatives. The literature looks at entrepreneurship as a macro phenomenon, and relates the importance of enterprise education to this discussion. For example, Din and Gibb (1990) discusses the enterprise culture in the mid-1980s and the factors why ideas of entrepreneurship, intrapreneurship and small business became the vogue words at the time. In addition, the literature covers suggestions to develop the

curricula or provide suggestions for teaching regarding enterprise education (Ahier et 2000, Aslesen 1997) or discusses relationship between enterprise education and the growth of graduate employment in small and medium-sized enterprises in order to provide a framework for evaluating the effectiveness of enterprise education (Binks 1996, Fleming 1994, Henry – Titterington 1996, Kolvereid – Moen 1997, Henry 2000, Westhead et al 2000, Westhead et al 2001). In addition, the literature covers investigations that more generally aim at identifying the factors that contribute to the start-up levels (Frank et al 1999). Furthermore, the literature covers investigations of the general attitudes of students regarding the entrepreneurial career, thus, aiming at assessing the platform for enterprise education (Schwarz – Grieshuber 2000) Similarly, these are issues that either may or may not be focused in enterprise education. The majority of the literature aims at participating in the continuous development of the enterprise education.

2.5.2 Business (Setting up and managing a small business)

Secondly, on the business level entrepreneurship is understood as setting up and managing a small business, and hence the role of enterprise education is seen pivotal in supporting this process. The contents of enterprise education deal with developing business plans, budgeting and other practical business skills needed. Based on several reviews of enterprise education programmes it seems that a vast majority of enterprise education programmes in the selected countries actually deal with primarily business subject. This, however, seems to be also the major source for critique. The business orientation in enterprise education could even be harmful in terms of creating disinterest towards entrepreneurship among students. For example Leskinen (1999) found out that setting up businesses as part of vocational education was not very successful, as the business studies were not integrated into the other studies and as the subject dealt with primarily external entrepreneurship (setting up a business). On the other hand, it could be that the quality of the studies depends mainly on the teacher's didactic abilities and methods: "*The training firm is and can do what the teacher can make out of it*" (Greimel 1998).

The literature looks at the interlinkages between education and management of SMEs (Stanworth – Gray 1992), for example, the training needs of owner-managers (Schauer 1993, Meldrum - de Berranger 1999) or how education may assist in the growth of the companies (Sargeant 1996). In addition, the literature covers descriptions and assessments of enterprise education programmes with the business focus (Römer-Paakkanen 2001)

2.5.3 Organisation (working in an SME or working in a larger organisation)

On the organisation level, the meaning of enterprise education is enlarged to cover also preparing people for the world of work, and the role of enterprise education is seen important in order to promote intrapreneurship. Graduating enterprise students must be innovative and creative to satisfy the need for entrepreneurial novelty. Yet they also need to be competent and multifunctional managers. (Jack – Anderson 1999)

Two interconnected, but slightly different approaches may exist; the role of enterprise education could be seen important in preparing students for working in SMEs or for working in larger organisations and in the public sector. There is some evidence of the mismatch between needs of SMEs and the qualifications and skills of graduates to work in the SMEs that could be improved by increasing enterprise education to students. In addition, there is a lot of discussion within the field of intrapreneurship about the need to increase entrepreneurial way of working within the public sector organisations and larger companies that could be tackled by enterprise education (Gibb 2000).

The literature provides discussions of the ways the school and work life may come together (Cotton – Iredale 1995, Freeman 2000) and of the possibilities of enterprise education to help students to prepare for the world of work (Dickinson 2000, Dwerryhouse 2001).

2.5.4 Individual level

On the individual level, the literature discusses and identifies enterprising skills either to be used in the business or other environment. Kyrö (2001) stresses the role of an individual in entrepreneurship (as opposed to some other studies where the enterprise, and not the individual are brought into the forefront), and, hence, implicitly in enterprise education. The article claims that the idea of enterprise education is meaningless without the individual that is a basis for the enterprise education. As a conclusion, the author claims that the two individuals – entrepreneur and learner – are closely interconnected.

The literature discusses, for example, the role of enterprise education in promoting enterprising behaviour (Spilling 1998) and other forms of entrepreneurship (Ristimäki 1999) with a focus on the methods and pedagogics that enable the learning (Hughes – Mathew 1998, Jones-Evans et al 2000, Johannisson et al 2000, Remes 2001).

3 Enterprise education programmes in Europe

In this section we provide results of our analysis of 60 enterprise education programmes in Europe.

3.1 Aims of enterprise education programmes

Supporting our expectations we were able to demonstrate that the enterprise education programmes do not fall into just 'one size fits all' category but a variety of both aims and methods could be identified from the programmes. Some of the programmes or initiatives aimed at fulfilling just one particular need while others explicated wider aims. By using the framework of the different aims assigned for enterprise education the programmes in this report are categorised under the following headings based on their explicitly or implicitly announced objectives:

- ☐ Programmes aimed at creating skills and improving the information necessary for a person willing to start up or manage a small business (38 programmes),
- ☐ Programmes striving to create a better understanding of (small) businesses and entrepreneurship in order to prepare people for the world of work and the relevant structural changes (31 programmes) or
- ☐ Programmes trying to help people to become more enterprising in their overall lives in the changing society and culture (26 programmes).

Most programmes that aspired to increase the number of start-ups were carried out in secondary schools (13-19 years), in higher education institutes or in adult education institutes whereas in the primary schools (pupils under 6 years or 6-12 years) the aim for enterprise education in most cases was at improving the

enterprising skills of the pupils without the business focus or in creating more understanding of the world of work through community linkages.

As expected based on the analysis of the national policies regarding enterprise education most of the Austrian programmes aim at preparing individuals to act as entrepreneurs, i.e. the programmes aimed at facilitating the start-up of new businesses. In addition, none of the Austrian programmes target the lower secondary school levels (children under 12 years), which is understandable in the chosen approach geared towards promoting start-ups. The similar concentration could be identified also in the case of Norway.

Similarly the policy aims are reflected in the offer of programmes in Finland where the programmes aim at helping students to become more enterprising and to understand about business and entrepreneurship. The programmes were also split across the different school levels including teacher training. Despite the lack of national efforts to integrate entrepreneurship / enterprise in the formal curriculum, the programmes run in Ireland were split across the different school levels and were relatively broad in their objectives since most of the programme were seen to target all of the identified three objectives. The similar holistic approach to enterprise education could be identified also in the case of the programmes run in the UK.

Thus, it seems that based on our analysis the offer of enterprise education programmes in the selected countries could be grouped into three categories:

1. A strong business focus on enterprise education (Austria, Norway)
2. A strong non-business focus on enterprise education (Finland)
3. A mixed approach (Ireland, UK)

However, these results must be interpreted cautiously because although we have aimed to capture an illustrative sample into our analysis it is difficult to assess whether we have achieved this given that the sampling has been done by independent researchers in each country.

3.2 Teaching and learning methods

The variety of teaching and learning methods in these programmes was found to be important and, hence, we decided to further classify the methods into the following categories for the purpose of further analysis. In the brackets the numbers indicate how many programmes made use of the specific method. Since most of the programmes applied multiple methods, the total number exceeds the number of programmes being analysed (60). In the table 3, we also give examples of the programmes that made use of these particular methods and the full descriptions of these programmes are available at Entredu.com.

Although enterprise education is frequently associated with learning-by-doing or experiential learning, still over half of the programmes made use of the traditional teaching methods. The strong business focus in the programmes – the aim of preparing the students to start-up their own companies – is reflected in the frequent use of business simulation methods (34 programmes) or the actual setting up of business in the programmes (20 programmes).

Teaching and training methods applied

Method	Description	Number of programs *	Examples from the programmes documented
'Traditional' teaching methods	Enterprise education is taught through lectures, taking exams and writing essays.	36	BSc in Finance, Computing & Enterprise
Business simulation	The setting up and managing of business is being simulated either via computer-assisted programmes or otherwise. This category also includes using the case method in teaching.	34	Auringonkukka Hernstein Business Successor
Workshops	Workshop in this context means for example group work, group discussions and project work.	26	Campus Company Development Programme
Counselling/ mentoring	Individual and/or group mentoring is given for the participants to learn from the potential career options and their own related capabilities and possibilities and to guide in business start-ups and business operations or projects. The mentors can be teachers, business people or other experts or entrepreneurs.	22	Enterprise Ireland Student Awards Get into Enterprise
Study visits	The participants are taken to visit companies or other organisations and/or entrepreneurs or members of other interest groups visit the schools in order to build stronger school-work life relations and to familiarise participants with the world of work. In some programmes study visits were also made abroad.	18	Junior Achievement Initiative Sommeruniversität, Entrepreneurship und Gründungen - Kurs
Setting up a business	Real companies are set up and managed within the programmes.	20	Bí Gnóthach Europrise Project
Games and competitions	Games and competitions are applied in order to increase the attractiveness of entrepreneurship and/or interest towards small businesses.	9	Shell Livewire
Practical training	The students work for a period of time in a real company as a part of the programme	9	The School Gründer

4 Key Findings and Conclusions

4.1 Enterprise education – a culturally and socially sensitive phenomenon

The examination of the cultural and historical differences in the interpretation of entrepreneurship and of enterprise education shows that there is a need for differentiated approaches in enterprise education in different countries. Similarly, there is a need to have multiple goals and approaches to enterprise education.

The literature on enterprise education is fragmented which reflects the generally fragmented nature of the field. It seems that the concepts of enterprise education and entrepreneurship education are sometimes used as synonyms. Kyrö (2001) applies only one concept, enterprise education, but she suggests also that one possible solution could be to distinguish between the content and the process. Koironen and Ruohotie (2001) see that enterprise education is seen to be as much about the contents as the process. Gibb (1999) emphasises that entrepreneurship should not be seen as synonymous with being 'business like' in the formal administrative sense. Nor should it be taken to be synonymous with core skills or transferable skills. Enterprise education can have different goals and outcomes.

These different goals and outcomes are reflected in the contents of enterprise education, which vary from business studies to integrating a new way of learning or teaching into any subject matter. Students interested in enterprise education may be interested in becoming entrepreneurs themselves or they may attend the course just to fulfil their curiosity (see Hytti 2000). Similarly the reasons why schools at different levels offer enterprise education are multiple. There may be an interest in increasing the number of students that become entrepreneurs at some point of their career, but society may also be interested in developing individuals who are better equipped to deal with the rapid

changes that are occurring in society. It seems also that the contents of enterprise education are not always in line with the overall aims of the programmes. The business orientation –how to set up a business – is too strong. As a result, there are suggestions that the bridges between entrepreneurship and education (pedagogics) should be stronger in order to make enterprise education as much about the process as about the subject (Kyrö 2001). However, one thing is clear – enterprise education has penetrated all school levels from kindergarten to higher and continued education.

4.2 Enterprise policies laying the platform for enterprise education

In all the countries we investigated a common feature with regard to the promotion of entrepreneurship seems to be the idea that entrepreneurship needs to be promoted by all the layers of the policy-making, and by different departments. In all of the partner countries, different bodies have made a joint effort in building entrepreneurship and enterprise policies and related initiatives. This can be taken as a very encouraging sign. For example in Finland, the predecessor of current entrepreneurship programme was the small business programme run by the Ministry of Trade and Industry. The small business policy targeted mainly existing businesses or aimed at developing conditions for new start-ups. However, it did not tackle the issue that too few people in Finland actually are interested or motivated to become entrepreneurs.

In contrast to the other countries in this study, in Austria a special exam is necessary for many of those interested in an entrepreneurial career. This understanding of the qualifications needed to be an entrepreneur also reflects the focus on entrepreneurship policies and enterprise education. There is an explicit and strong focus on understanding enterprise education from the business point-of-view within the Austrian framework. This emphasis can be seen from the different initiatives and programmes related to enterprise education where enterprise education is carried out largely by simulating business life or

by establishing actual companies and running their work in schools. Similarly, in teacher training the focus of enterprise education is on the need to establish contacts with business life and provide information on businesses. From a cultural perspective the Austrian case is very interesting. In many other countries the history of entrepreneurs is filled with stories of entrepreneurs being those without any qualifications and who, therefore, had no other choice than to set up their own business.

Norwegian policies have not traditionally taken small businesses or entrepreneurship into account although lately entrepreneurship has surfaced in the policy arena. However, the approach seems to be close to the Austrian one with an emphasis on the business aspects with regard to enterprise education.

In Finland, Ireland and the UK the interpretation of enterprise education covers a wider range than the approaches taken in Austria and Norway. In these countries enterprise education is understood to target persons aiming for self-employment but also to foster entrepreneurial attitudes, which are a combination of flexibility, initiative, risk taking ability, self-direction and on the other hand co-operation skills and a strong motivation for achievement. Nevertheless, in all of the countries it is also seen important to provide and increase knowledge of entrepreneurial activity, and to create a larger understanding in the society of what the entrepreneurship is about. This understanding is necessary to combat the prejudices still existing in some of the countries towards entrepreneurship. For example, one of the Norwegian motives for providing enterprise education targeted the small-town attitude that some persons may be reluctant to start-up their own businesses due to fear of what their neighbours might say. Attitudes and values are difficult to change, and although entrepreneurship is currently highly valued in most European countries, it is not so long ago when entrepreneurs were considered as “evil capitalists” that gained profits by exploiting their employees. It is therefore important to have a long-term commitment to enterprise education and not to let this attitude re-surface.

The Nordic countries, Finland and Norway, are quite scarcely populated. During the economic upswing in Finland, for example, migration towards cities and growth areas has again become an important phenomenon. This has created a great concern in rural areas about their survival. Thus, in these countries the importance of enterprise education is also to create new hope for rural areas in terms of boosting the economic life.

4.3 Different roles for enterprise education

This report has put forward an extensive analysis of 60 enterprise education programmes from four European countries. The first lesson is that enterprise education does not deal simply with preparing people to entrepreneurial careers. The missing link in enterprise education programmes seems to be the confusion and misunderstandings between the projected aims, the needs of the audiences for those particular programmes and the type of enterprise education programmes that are being set up. It seems that the need for enterprise education from the policy perspective is largely interpreted as the need to get more entrepreneurs. Thus, the programmes are targeted at an audience believed to be in 'demand' of such an approach. The results of this study indicate that whatever the aims of a programme, the promoters should be conscious of them, need to match up them with the appropriate methods, and to the appropriate target groups. It seems, however, that it is difficult to promote entrepreneurship education solely using traditional methods since the understanding of entrepreneurship is regarded more as a practice rather than a theory. Linking the aims, audience and contents of enterprise education helps us also to identify whether to offer enterprise education as a broad subject, a 'little bit of it to everyone', or as an elite choice, 'a lot of it to just a few selected' (Autio 2002).

Secondly, enterprise education should not be developed as a separate subject but it should be integrated into other subjects to limit the workload of both students and teachers and to create an understanding of enterprise education not solely on business terms. Thirdly, enterprise education needs to be linked to

an extensive in-career development for teachers and others engaged in the school environment.

4.4 Key success factors in enterprise education programmes

Since the programmes, their contents, aims, methods and audiences vary greatly it is difficult to evaluate the enterprise education programmes in a coherent way, or at least aim at providing a model for the best possible enterprise education programme. Clearly, a programme targeted at improving the future employability of less favoured young people (for example the Prince's Trust initiative in the UK) cannot be assessed with the same criteria as a programme that aims at attracting the top achievers and gifted students (for examples Schumpeter-classes, Austria). Furthermore, since the time lag needed for introducing new ideas into schools and enjoying the benefits requires perseverance, the results can only be seen in the long term and even then it is difficult to establish positive relationships between the initiatives and their outcomes (Westhead et al 2000) which might result from the inefficiency of the programmes or other intervening factors, such as an economic recession.

However, it is possible to acquire some insight from the programmes in order to identify key success factors that could be transferable from one context to another given that the aims or methods in the programmes remain sufficiently similar. This analysis of the key success factors is based on the reported results of the internal or external evaluations of the programmes. Therefore, we aim to provide some suggestions for such factors that could be imitated from programme to programme, from country to country. We try to illustrate the factors through different actual programs we studied. Readers may also download full details of these programs from the database, www.entredu.com.

In the following we will discuss the key success factors regarding the enterprise education programmes with a special emphasis on the aims and methods applied in these programmes.

4.4.1 Suggestions for improving the action-learning approaches

In the programmes with a more practical nature that dealt with real or virtual businesses, training firms or carrying out different projects it is the idea that the students will take the primary role, whereas the teachers will act more as coaches and facilitators of learning (e.g. the Austrian Junior programme) than they would in their traditional teacher roles echoing the constructivist learning theory (e.g. Tenenbaum et al 2001). In order for these types of programmes to succeed it seems, however, that the balance in practice is difficult to establish. On one hand if students are left to do independent work, they should be given the opportunity to do so without being interfered too much by the teacher supervision or authority (for example the Austrian Training Firm). On the other hand, the monitoring of students and feedback for them during the experiences is considered necessary to avoid frustration or work overload. It could be that this paradox could be resolved not by the frequency of interventions by the teachers but rather as a quality of the interventions – in their coaching roles the teachers should limit authoritative instructions and seek to provide the students with the necessary supporting questions and suggestions and ideas without trying to have the final word on the matter.

In practice-oriented programmes the workload for both the teachers and the students becomes easily quite heavy. The problem is especially important if the programmes are run as an extra subject or an extracurricular activity. Therefore, greater emphasis should be placed on integrating enterprise education into the various other subjects and to introduce the programme as an opportunity to integrate skills and knowledge acquired in the different courses and subjects (e.g. the Irish Leaving Certificate Applied, Enterprise Ireland Student Awards). Since enterprise education does not need to involve business subjects there are successful examples where the enterprise education model is taken as the basis for schoolwork (the Finnish Sunflower project). Another solution taken to limit the workload is to introduce voluntary seminars or assignments rather than compulsory ones, though this may only apply in programmes at the higher education level (for example the Irish B.Sc. in Finance, Computing and

Business). In any case, the role of enterprise education should be that of being part of the schoolwork, not the main issue.

A project has to have a clear objective and the success of a project should be evaluated (e.g. Jokilaakso Primary School). It must be noted, however, that the increased integration of subjects needs to be supported by a tight co-ordination of activities in the schools preferably by an appointed project leader. (E.g. Entrepreneurship Lapland 2000) In the programmes where students leave the school environment to work for example in training firms or for actual companies they need to be prepared (the Austrian Training Firm example). In some cases also the need for after-care for the participants was identified as a necessary element to support continuous development (e.g. Get into Enterprise). In the programmes that applied the business simulation as a main or complementary method it was identified that there are limits to simulation, at least to the extent that it motivates the students (Austrian Training Firm example).

4.4.2 Suggestions for improving the projects with more traditional methods

In the programmes that applied more traditional methods i.e. lectures and assignments, the suggestions for improvements dealt primarily with increasing the practicality of the training. The programmes that were targeted at increasing understanding of entrepreneurship and small businesses were mainly evaluated based on their ability to carry the 'being there' experience, how well the contents were able to transfer and portray a realistic image of the work and life in an SME or as an entrepreneur (for example in the Irish programme Big Changes for Small Firms). Often this was pronounced as the need to have more entrepreneurs appear in the programmes or to have otherwise better contacts to practice of entrepreneurship is necessary in enterprise education programmes. In these lecture-type programmes the benefits of the programmes were seen to be geared towards understanding the benefits for the future career but they were not seen beneficial in creating start-up skills (e.g. the UNIUN programme, Austria and the DILPES programme, Finland).

4.4.3 Suggestions for improving teacher training

More importantly, however, it is not only the students who need to be prepared for the world of work outside the school but in the enterprise education programmes there is evidence that it is the teachers who are in need of training and assistance. For example, in the programmes that were primarily related to start-ups and running small businesses the teachers were considered to lack information and skills required to teach the relevant business subjects (for example Austrian Training Firm initiative). In most cases the teachers needed in-career continuous training to support the introduction of new teaching methods. In addition, peer groups where experiences can be exchanged among different teachers or having a support person outside the school, for example in the business, were found to be useful improvements in the programmes. (E.g. the Irish Be business-like) It was also found fruitful that more than one person from an organization or a school participated in the programme because the participants could support each other in adapting the enterprise education at their school (e.g. the Finnish Enterprise Education project.) The teachers participating in the project understood the aim of enterprise education as an attitude towards life related education whereas the other teachers saw enterprise education more often as teaching of entrepreneurial skills. According to the studies investigating the project, the training of teachers has a central role in promoting enterprise education. The culture and values of schools are a greater hindrance to carrying out enterprise education than the values and attitudes of a single teacher (e.g. the Finnish Enterprise Education project).

The programmes that were primarily targeted at teachers were in most cases highly appreciated by the teachers clearly pointing to the need of teacher education. The programmes were seen as successful at informing teachers of approaches that can be taken to enterprise education, and of the existence of teaching and learning resource materials that match each of the approaches (e.g. the Get Into the Enterprise programme in the UK). It was also found out that the greater the familiarity with entrepreneurship was, the better the teaching of entrepreneurship was felt to fit into the teachers own teaching programme

and subject of instruction. The teachers more familiar with entrepreneurship also possessed the best prerequisites for the teaching of this phenomenon. (E.g. the Finnish Sunflower project.) In addition, in many cases there was an identified need to create stronger links with the business community in order to further the aims of the programmes (e.g. the Teacher as Agents of Change project).

4.4.4 Other suggestions for improving enterprise education programmes

Besides the aims of the programmes being heterogeneous sometimes the audiences and the participants were heterogeneous. So for example some participants might have a concrete business idea while others may only have a vague idea. In these cases the suggestion is that the participants should be separated into theoretical and practical groups (e.g. the Austrian UNIUN programme). It should also be noted that while the promoters of enterprise education may have their aims for the programmes the participants might have their own, for example students participate in the programme out of curiosity or choose it to replace physics in the curricula as an optional subject or to get the credits necessary (e.g. DILPES-programme). In some of the programmes also the recognition was considered important as the programme was seen to look 'good on the CV'.

The programmes where the aim is at increasing start-ups indicate the need for detailed information and advice (e.g. the Shell Livewire programme in the UK/Scotland). In those programmes also local role models, such as those individuals that participated on the programme previously, were considered important (e.g. the Irish BSc in Finance, Computing & Enterprise). In some of the national programmes it was found out that local approaches could be a more viable solution reflecting the need to embed the programmes in the regional context.

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